

	KS2 National Curriculum (prior learning):	By the end of the topic, students can:	Year 7 Topic 1 Musical Basics	Year 7 Topic 2 Musical Elements	Year 7 Topic 3 Musical Timeline	Year 8 Topic 1 The Blues	Year 8 Topic 2 Music for Media	Year 8 Topic 3 Reggae	Year 9 Topic 1 What Makes a Good Song?	Year 9 Topic 2 Rock Bands	Year 9 Topic 3 Creating a Remix
<b>What we want our students to know and remember.</b>	<b>From the KS2 National Curriculum:</b> Pupils should be taught to: <ul style="list-style-type: none"><li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li><li>• improvise and compose music for a range of purposes using the inter-related dimensions of music.</li><li>• listen with attention to detail and recall sounds with increasing aural memory.</li><li>• use and understand staff and other musical notations.</li><li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li><li>• develop an understanding of the history of music.</li></ul>	<b>Define the key tier 3 vocabulary:</b>	<ul style="list-style-type: none"><li>• Pitch</li><li>• Notation</li><li>• Stave</li><li>• Treble Clef</li><li>• Bass Clef</li><li>• Ledger Line</li><li>• Musical Alphabet</li><li>• Semibreve</li><li>• Minim</li><li>• Crotchet</li><li>• Quaver</li><li>• Semiquaver</li><li>• Dotted note</li><li>• Rest</li><li>• Beaming</li><li>• Time Signature</li><li>• Beat</li><li>• Bars</li><li>• Bar lines</li><li>• Sharp</li><li>• Flat</li><li>• Natural</li><li>• Melody</li><li>• Accompaniment</li></ul>	<ul style="list-style-type: none"><li>• Articulation</li><li>• Dynamics</li><li>• Tempo</li><li>• Structure</li><li>• Harmony</li><li>• Instrumentation (timbre)</li><li>• Rhythm</li><li>• Texture</li><li>• Major</li><li>• Minor</li><li>• Scale</li><li>• Dotted note</li><li>• Forte</li><li>• Rest</li><li>• Beaming</li><li>• Time Signature</li><li>• Beat</li><li>• Bars</li><li>• Bar lines</li><li>• Sharp</li><li>• Flat</li><li>• Natural</li><li>• Melody</li><li>• Accompaniment</li></ul>	<ul style="list-style-type: none"><li>• Baroque</li><li>• Classical</li><li>• Romantic</li><li>• Bach</li><li>• Mozart</li><li>• Beethoven</li><li>• Tchaikovsky</li><li>• Era</li><li>• Genre</li><li>• Major</li><li>• Minor</li><li>• Concerto</li><li>• Symphony</li><li>• Programme Music</li><li>• Crescendo</li><li>• Diminuendo</li><li>• Staccato</li><li>• Legato</li><li>• Accent</li><li>• Phrase</li><li>• Verse</li><li>• Chorus</li><li>• Intro</li><li>• Binary</li><li>• Ternary</li><li>• Monophonic</li><li>• Homophonic</li><li>• Polyphonic</li><li>• Beats Per Minute (BPM)</li><li>• Grave</li><li>• Largo</li><li>• Adagio</li><li>• Andante</li><li>• Moderato</li><li>• Allegro</li><li>• Vivace</li><li>• Presto</li></ul>	<ul style="list-style-type: none"><li>• Pitch</li><li>• Notation</li><li>• Stave</li><li>• Treble Clef</li><li>• Bass Clef</li><li>• Ledger Line</li><li>• Semibreve</li><li>• Minim</li><li>• Crotchet</li><li>• Quaver</li><li>• Semiquaver</li><li>• Rest</li><li>• Time Signature</li><li>• Beat</li><li>• Bars</li><li>• Bar lines</li><li>• Flat</li><li>• Chord</li><li>• 12 Bar Blues</li><li>• Progression</li><li>• Walking Bassline</li><li>• Seventh Chord</li><li>• Swing Rhythm</li><li>• Melody</li><li>• Blues Scale</li><li>• Compose</li><li>• Improvise</li></ul>	<ul style="list-style-type: none"><li>• Ostinato</li><li>• Fanfare</li><li>• Synchronisation</li><li>• Underscore</li><li>• Diegetic</li><li>• Non-Diegetic</li><li>• Leitmotif</li><li>• Minim</li><li>• Crotchet</li><li>• Quaver</li><li>• Semiquaver</li><li>• Rest</li><li>• Time Signature</li><li>• Beat</li><li>• Bars</li><li>• Bar lines</li><li>• Flat</li><li>• Chord</li><li>• 12 Bar Blues</li><li>• Progression</li><li>• Walking Bassline</li><li>• Seventh Chord</li><li>• Swing Rhythm</li><li>• Melody</li><li>• Blues Scale</li><li>• Compose</li><li>• Improvise</li></ul>	<ul style="list-style-type: none"><li>• Offbeat</li><li>• Syncopation</li><li>• Bassline</li><li>• Rhythm</li><li>• Melody</li><li>• Harmony</li><li>• Leitmotif</li><li>• Minim</li><li>• Crotchet</li><li>• Quaver</li><li>• Semiquaver</li><li>• Rest</li><li>• Time Signature</li><li>• Beat</li><li>• Chorus</li><li>• Intro</li><li>• Bridge</li><li>• Harmony</li><li>• Minor</li><li>• Tone</li><li>• Semitone</li><li>• Chromatic</li><li>• Monophonic</li><li>• Homophonic</li><li>• Polyphonic</li></ul>	<ul style="list-style-type: none"><li>• Pitch</li><li>• Notation</li><li>• Stave</li><li>• Treble Clef</li><li>• Bass Clef</li><li>• Semibreve</li><li>• Minim</li><li>• Crotchet</li><li>• Quaver</li><li>• Semiquaver</li><li>• Rest</li><li>• Time Signature</li><li>• Beat</li><li>• Bars</li><li>• Bar lines</li><li>• Major</li><li>• Minor</li><li>• Key Signature</li><li>• Major</li><li>• Minor</li></ul>	<ul style="list-style-type: none"><li>• Melody</li><li>• Harmony</li><li>• Bassline</li><li>• Rhythm</li><li>• Back Beat</li><li>• Lead Vocals</li><li>• Backing Vocals</li><li>• Genre</li><li>• Notation</li><li>• TAB</li><li>• Chord</li><li>• Progression</li><li>• Riff</li><li>• Syllabic</li><li>• Sound Effect</li><li>• Texture</li><li>• Drum Machine</li><li>• Electronic Dance Music (EDM)</li><li>• Oscillator</li><li>• Remix</li><li>• Arpeggiator</li><li>• Drone</li><li>• Monophonic</li><li>• Homophonic</li><li>• Polyphonic</li></ul>	<ul style="list-style-type: none"><li>• DAW</li><li>• Production</li><li>• Sample</li><li>• Ostinato</li><li>• Loop</li><li>• Reverb</li><li>• Synthesizer</li><li>• Phrases</li><li>• Tempo</li><li>• Beats Per Minute (BPM)</li><li>• Bassline</li><li>• Autotune</li><li>• Sound Effect</li><li>• Drum Machine</li><li>• Electronic Dance Music (EDM)</li><li>• Oscillator</li><li>• Remix</li><li>• Arpeggiator</li><li>• Drone</li><li>• Monophonic</li><li>• Homophonic</li><li>• Polyphonic</li></ul>



		adjust own performance accordingly.	constructive skills. <ul style="list-style-type: none"><li>• Performing music whilst applying musical elements effectively to add expression and emotion to a performance.</li></ul>	expression and emotion to a performance. <ul style="list-style-type: none"><li>• Understanding of the Western Musical Tradition and the timeline of musical development from 1600 to 1900.</li></ul>	performances that are not just accurate but expressive. <ul style="list-style-type: none"><li>• Ability to react to other parts and performers and adjust own performance accordingly.</li></ul>	• Vocal and keyboard performances that are not just accurate but expressive. <ul style="list-style-type: none"><li>• Ability to react to other parts and performers and adjust own performance accordingly.</li></ul>	and adjust own performance accordingly.	are not just accurate but expressive. <ul style="list-style-type: none"><li>• Ability to react to other parts and performers in ensemble playing and adjust own performance accordingly.</li></ul>	performance accordingly.	through creation of music. <ul style="list-style-type: none"><li>• Remix composition that is not just technically accurate but expressive.</li><li>• Ability to layer parts and manipulate correctly using production techniques into a functioning composition.</li></ul>	
<b>What we want our students to do.</b>		<b>Demonstrate excellence in these skills.</b>	<ul style="list-style-type: none"><li>• Read music notation to perform vocal and keyboard music.</li><li>• Sing accurately and confidently as part of a large ensemble.</li><li>• Perform at the keyboard as a duo or solo.</li><li>• Listen to and appraise different styles of music.</li><li>• Identify basic pitch and notation when reading or listening to music.</li><li>• Explain and discuss musical notation based on learned knowledge.</li></ul>	<ul style="list-style-type: none"><li>• Read music notation to perform vocal and keyboard music.</li><li>• Sing accurately and confidently as part of a large ensemble.</li><li>• Perform at the keyboard as a duo or solo.</li><li>• Listen to and appraise different styles of music.</li><li>• Identify symbols related to the musical elements in notated music.</li><li>• Compose music using knowledge of notation and musical elements.</li></ul>	<ul style="list-style-type: none"><li>• Read music notation to perform vocal and keyboard music in the Blues style.</li><li>• Sing accurately and confidently as part of a large ensemble.</li><li>• Perform music from different eras of the Western Tradition at the keyboard as a duo or solo.</li><li>• Listen to and appraise different styles of music between 1600 and 1900.</li><li>• Identify symbols related to the musical elements in notated music and apply these in performing and appraising.</li></ul>	<ul style="list-style-type: none"><li>• Read music notation to perform vocal and keyboard music from Film, TV and Gaming.</li><li>• Sing accurately and confidently as part of a large ensemble.</li><li>• Perform Blues music on the keyboard as a duo or solo.</li><li>• Listen to and appraise different Blues songs and artists.</li><li>• Compose music in the Blues style using knowledge of notation and scales.</li></ul>	<ul style="list-style-type: none"><li>• Read music notation and TAB to perform vocal and instrumental Reggae Music.</li><li>• Sing accurately and confidently as part of a large ensemble.</li><li>• Perform music in the Reggae style on chosen instrument or voice.</li><li>• Listen to and appraise different styles of popular music from a range of artists.</li><li>• Compose a melodic riff in the popular style using knowledge of notation and scales.</li></ul>	<ul style="list-style-type: none"><li>• Read music notation to perform vocal and keyboard music from different popular genres.</li><li>• Sing accurately and confidently.</li><li>• Perform popular styles of music on the keyboard as a duo or solo.</li><li>• Listen to and appraise different styles of popular music from different artists.</li><li>• Identify key musical features that define the genre of Rock.</li></ul>	<ul style="list-style-type: none"><li>• Read music notation and TAB to perform vocal and instrumental Rock Music.</li><li>• Sing accurately and confidently as part of an ensemble.</li><li>• Perform music in a Rock band on chosen instrument or voice.</li><li>• Listen to and appraise Rock music from different artists.</li><li>• Identify key musical features that define the genre of Rock.</li></ul>	<ul style="list-style-type: none"><li>• Listen to, appraise and perform music from the Electronic Dance Music (EDM) style.</li><li>• Use Cubase DAW software to compose and manipulate sound. Including sampling and effects.</li><li>• Create a remix in the EDM style using suitable samples and own creative ideas.</li><li>• Use knowledge of musical theory and elements and apply to creation and production of digital music.</li></ul>	
<b>Key assessment tasks.</b>		<b>Key assessment tasks:</b>	To read a piece of keyboard music and translate into a successful solo performance. This assesses a student's ability to recall key knowledge on pitch and notation and apply it to correctly read sheet music and perform accurately.	To use knowledge of notation and the musical elements to compose a technically accurate and expressive melody. This assesses a student's understanding of key musical concepts and their ability to	To demonstrate knowledge of notation and musical elements linked to specific time periods within musical history. To perform music from different composers and time periods with accuracy and attention to detail. To identify key	To perform the following layers in a Blues style: 12 Bar Blues, Melody and Bassline. To use knowledge of pitch and notation to compose own Blues melody and accurately perform this self-created music.	To use essential music theory and knowledge to answer listening questions and appraising music from Media. To compose and then perform a leitmotif for either a hero or villain character, using key features of music for Media.	To accurately perform a piece of Reggae music in a instrumental and vocal ensemble. This requires the ability to read notation and/or TAB and translate into a successful musical ensemble performance.	To accurately perform an extract of a popular song as a duo and solo at the keyboard. Students will need to use knowledge of musical notation and elements to read sheet music and translate into a performance. To compose a short melodic riff in the	To perform a famous Rock song as part of an ensemble. Student can perform their own part accurately, in-time and well-balanced with the rest of the ensemble. Students will need to apply their knowledge of notation, TAB and musical elements	To create an EDM track using Cubase, a type of DAW software. Creation will include own ideas (composing) and sampling from pre-existing tracks. Ability to use DAW correctly and creatively including use of production techniques and

			imaginatively apply this in creating music. Students will then perform their own composition.	features of pieces of music whilst listening and appraising.				popular music style.	for a successful performance.	effects. To listen to and appraise music from different genres of EDM, identifying the key musical features.
<b>Disciplinary Rigour.</b>  <b>What makes your subject different to other subjects?</b> <b>What are the expectations for students in your subject area in the KS3 National Curriculum?</b>										Music is an academically challenging and highly creative subject within the curriculum. It is linked to whole-brain development including analytical and methodical thinking, spatial awareness, fine motor control, coordination and creative thinking to name a few. Music is not just about "playing an instrument" or "listening to a song", it is a demanding subject that is proven to enhance a student's ability in other key subjects including Maths and English and develop key social skills. In the KS3 national curriculum it outlines that pupils should be taught to: <ul style="list-style-type: none"><li>• play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.</li><li>• improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.</li><li>• use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.</li><li>• identify and use the interrelated dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.</li><li>• listen with increasing discrimination to a wide range of music from great composers and musicians.</li><li>• develop a deepening understanding of the music that they perform and to which they listen, and its history.</li></ul>