

|     | Half term 1   | Half term 2   | Half term 3   | Half term 4   | Half term 5   | Half term 6   |
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| Yr7 | Elements of Music<br>The perfect starting<br>point! An introduction to<br>the elements of music,<br>such as pitch,<br>dynamics, tempo,<br>texture We consider<br>these the 'builing bricks'<br>of Music and we will<br>use them to describe<br>and analyse music<br>throughout the rest of<br>the course. | Introduction to the<br>Orchestra<br>Introducing the sections<br>of the orchestra andall of<br>the orchestral<br>instruments, their sound<br>and construction.   | Introduction to Keyboard<br>skills and technique<br>In this unit we will<br>introduce students to the<br>electronic keyboards,<br>keyboard technique basic<br>music notaion and<br>performance.                                   | Basic Music Notation and<br>advanced Keyboard skills<br>In this unit we study more<br>advanced keyboard<br>pieces and perform 'My<br>heart will go on', we look<br>at more complex music<br>notation from both treble<br>and bass clefs and<br>explore note values. | Folk Music<br>An exploration of Folk<br>music from the British<br>Isles, the intrumentaion<br>used and composition<br>techniques. A<br>performance of the<br>Drunken sailor is used for<br>assement which is a<br>traditional sea shanty. | Form and structure<br>Exlporing and performing<br>in various musical<br>structures and studying<br>musical form. Students'<br>understand Binary,<br>ternary and rondo forms<br>and can perform and<br>compose within these<br>structures.           |
| Yr8 | Hooks and riffs<br>Exporing repeating<br>musical patterns, hooks<br>and riffs through<br>western classical and<br>popular music   | Saharan sounds<br>Exploring African<br>drumming, poly rhythms,<br>synocopation, call and<br>response, cyclic rhythms<br>and rhythmic grid<br>notaion.   | Music from the Caribbean<br>Islands – Reggae Off Beat<br>The life and music of Bob<br>Marley, with a focus on<br>syncopated chords<br>patterns and bass riffs,<br>we will also explore<br>Jamaican culture and<br>Rastafarianism. | All that Jazz – 12 Bar blues<br>and improvisation<br>12 bar blues chord<br>patterns and an<br>exploration of the blues<br>scale as a starting point<br>for jazz improvisation, a<br>study of some of the<br>blues 'greats' such as<br>Bessie Smith                  | All about the bass, bass line<br>study and introduction to<br>the bass clef<br>A study of Bass riffs from<br>hip hop and rap music<br>and an in depth look into<br>bass instruments and the<br>bass clef.                                 | Variations, advanced<br>compositional techniques<br>An exploration of the<br>techniques composers<br>use to alter a musical<br>theme, in this unit<br>students will create a set<br>of variations based on a<br>theme (a musical starting<br>point) |
| Yr9 | 'Soundtracks'<br>(exploration of film music<br>and composition)<br>Exploring film music,<br>leitmotifs and how to<br>create and provoke<br>emotions through<br>musical composition<br>techniques. We will aslo<br>explore different genres  | Soundtracks (exploration of<br>film music and<br>composition)<br>Exploring film music,<br>leitmotifs and how to<br>create and provoke<br>emotions through musical<br>composition techniques.<br>We will aslo explore<br>different genres aof film | Dance Music<br>A historical study of<br>dance music from<br>medival times through to<br>the current day 'dance<br>festivals' and DJs  | Video game music<br>Exploring character<br>themes and<br>development, ground<br>themes and sound effects<br>in computer game music  | Samba<br>Traditional drumming<br>music from brazil used for<br>carnival, we explore the<br>exciting poly rhythms of<br>samba and take a look<br>into brazillian culture   | What makes a good song?<br>A combination of<br>everything we have<br>looked at so far, to ask<br>the question, what makes<br>a good song?   |

|      | of film and look at how<br>sountracks are created<br>for each one  | and look at how<br>sountracks are created<br>for each one   |  |  |   |   |
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| Yr10 | Working in the music<br>industry external exam<br>study<br>A study of the<br>organistions and<br>jobroles within the<br>music industry, what is<br>a session musician?<br>digital distribution? a<br>large multi purpose<br>events venue? On<br>completeion of this unit<br>you should have a good<br>understanding of how<br>the music industry<br>works. | Working in the music<br>industry external exam<br>study<br>A study of the<br>organistions and jobroles<br>within the music industry,<br>what is a session<br>musician? digital<br>distribution? a large multi<br>purpose events venue?<br>On completeion of this<br>unit you should have a<br>good understanding of<br>how the music industry<br>works. | External exam sitting in<br>January<br>Core unit assignment –Now<br>that's what I call college<br>Producing a Live DVD<br>managing the project,<br>marketing the DVD with<br>posters, website, press<br>release and evaluating<br>the whole project  | Core unit assignment –<br>Now that's what I call<br>college<br>Producing a Live DVD<br>managing the project,<br>marketing the DVD with<br>posters, website, press<br>release and evaluating<br>the whole project   | Introduction to solo musical<br>performance<br>Assignment – Getting better<br>A chance to develop your<br>skills as a musical<br>performer working both<br>as a soloist and in bands<br>on your chosen<br>instrument or voice | Introduction to solo musical<br>performance<br>Assignment – My Audition<br>A chance to develop your<br>skills as a musical<br>performer working both<br>as a soloist and in bands<br>on your chosen<br>instrument or voice<br>resulting in the production<br>of an audition consisting<br>of 2 two contrasting<br>pieces. |
| Yr11 | Introduction to live sound<br>learning aim A<br>Assignment<br>Working as a sound<br>engineer for a gig,<br>producing risk<br>assessments andsafely<br>riggig/de-rigging a<br>sound system at a<br>music venue. Mixing a<br>balance sound for the<br>audience and the<br>performers   | Introduction to live sound<br>learning aim B<br>Assignment<br>Working as a sound<br>engineer for a gig,<br>producing risk<br>assessments andsafely<br>riggig/de-rigging a sound<br>system at a music venue.<br>Mixing a balance sound<br>for the audience and the<br>performers   | Introduction to live sound<br>learning aim C<br>Assignment<br>And the actual live gig<br>event!<br>Working as a sound<br>engineer for a gig,<br>producing risk<br>assessments andsafely<br>riggig/de-rigging a sound<br>system at a music venue.<br>Mixing a balance sound<br>for the audience and the<br>performers | Working in the Music<br>industry external exam (2 <sup>nd</sup><br>attempt) prep/revision.<br>A study of the<br>organistions and jobroles<br>within the music industry,<br>what is a session<br>musician? digital<br>distribution? a large multi<br>purpose events venue?<br>On completeion of this<br>unit you should have a<br>good understanding of<br>how the music industry<br>works. |   |   |