







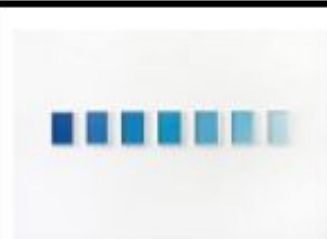
	SEP / OCT	NOV / DEC	JAN / FEB	MARCH / APRIL	MAY	JUNE / JULY
						
Content	<p><u>Musicals:</u> Students explore the musical theatre genre, listening to a range of pieces from prominent composers. They gain skills and confidence in vocal performance and how to be expressive on stage.</p>	<p><u>Reading Rhythms and Pitch:</u> Students learn how to read rhythms and how to compose rhythmic motifs. They cover the basics of reading staff notation and gain skills in aural dictation.</p>	<p><u>Breaking Beats:</u> Students explore South American samba carnival music. They rehearse and refine a whole class performance and small group compositions.</p>	<p><u>Whole Class Jam:</u> A unit focusing on percussion playing. Students learn basic drumming skills and play along with well known pop and rock extracts.</p>	<p><u>Blues 1:</u> A unit focusing on the historical and social context of American Blues music. Students develop keyboard skills and notation reading skills.</p>	<p><u>Blues 2:</u> Following on from the Basic Blues unit, students learn how to perform the 12 bar Blues chord sequence on guitar and ukulele.</p>
Assessment	<p>A performance of a song from a show. Short listening exercises on songs from musicals.</p>	<p>A notated composition and performance. Small assessment tasks using online aural dictation tools.</p>	<p>A performance as a whole class and composition explorations in small groups.</p>	<p>A showcase of drumming patterns and demonstration of a technical understanding of the drum kit. A class ensemble performance of a pop song.</p>	<p>A keyboard performance of the 12 bar Blues chord sequence and Blues melody. A demonstration of understanding of the historical context of Blues.</p>	<p>A performance of the 12 bar Blues on guitar and/ or ukulele and demonstration of a technical understanding of the guitar/ ukulele.</p>

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Music

SEP / OCT



NOV / DEC



JAN / FEB



MARCH / APRIL



MAY



JUNE / JULY



Content

Canon Chords:
Students learn the chord sequence to Pachelbel's Canon. They perform the melodies over the chord sequences, which gradually become more complicated.

Song writing:
Building on skills from the previous topic, students create their own chord sequence. They explore Garageband and make a recording of their song.

Reggae:
Students learn how to perform Buffalo Soldier on the keyboard and guitar. They put together a small group performance.

Musical Futures 1:
Students learn how to perform a pop hit on their chosen instrument. They work in small groups to put together a performance.

The Planets:
A study of the programmatic music of Holst. Students look at how the musical elements are used to create mood and images.

Film Music:
Building on skills from the previous topic, students create their own short film with background music to enhance the onscreen images.

Assessment

A performance of the Pachelbel's Canon chord sequence with increasing complex melodies. .

A live or pre recorded composition using keyboards or Garageband. .

They research the history of Reggae music and its most famous musician, Bob Marley. They perform Buffalo Soldier on keyboard and guitar. .

A live performance of a pop song using a range of band instruments such as keyboards, guitars, drum kit and voice.

A demonstration of understanding of how the musical elements are used and and understanding of the orchestra.
A programmatic composition.

A live or pre recorded composition matched to a real life stimulus.

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Music

Term

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Topic

Composing Music- TV themes

Developing Instrumental Skills

Musical Knowledge Blues

Composing Music - pop

Musical Knowledge Rock

Live Music Performance

Knowledge Skills & Understanding

Learners will compose a piece of music using live instruments or a DAW. They will specify what genre of TV/ film their theme music represents and will use existing music for inspiration.

Learners will carry out a skills audit on their chosen voice or instrument(s). They will keep a practice and diary and will evaluate how they are developing as an instrumentalist/ singer.

Learners will research the history of Blues and its various distinctive musical traits. They will produce a presentation on how it began and how it evolved, significant bands/ artists, important recordings/ events, and the image and fashion associated with the style.

Learners will compose a piece of music using live instruments or a DAW. Their piece will include a chord sequence, a melody line, and a bass line. They might also include a percussion track.

Learners will research the history of Rock (including Rock n Roll) and its various distinctive musical traits. They will produce a presentation on how it began and how it evolved, significant bands/ artists, important recordings/ events, and the image and fashion associated with the style.

Learners are involved in the planning, rehearsal, performance and evaluation of a live performance in front of an audience. Year 9 work alongside the Year 10s to produce a concert for the Gatwick School community.

Assessment

Learners perform their composition or submit an audio file. The piece must be over 1 minute long.

Learners submit a skills audit, practice diary and reflection report of how they are developing as an instrumentalist/ singer.

A presentation is submitted showing a thorough and detailed understanding of Blues music.

Learners perform their composition or submit an audio file. The piece must be over 1 minute long.

A presentation is submitted showing a thorough and detailed understanding of Rock music.

Learners submit a plan and progress diary in the lead up to the performance. They are also assessed on their technical performance skills and ability to engage an audience.

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Music

Term

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Topic

Musical Knowledge
FunkDeveloping
Instrumental SkillsComposing Music -
free choiceMusical Knowledge
Hip HopMusical Knowledge
ElectronicaLive Music
Performance
**Knowledge
Skills &
Understanding**

Learners will research the history of Funk and its various distinctive musical traits. They will produce a presentation on how it evolved and its historical context. They will investigate significant bands/ artists, important recordings/ events, and the image and fashion associated with the style.

Learners will carry out a skills audit on their chosen voice or instrument(s). They will keep a practice and diary and will evaluate how they are developing as an instrumentalist/ singer. They will set targets based on advice from their instrumental tutor.

Learners will compose a piece of music which includes a rhythm track, a bass line, a chord sequence, a melody and lyrics (if appropriate).

Learners will research the history of Hip Hop and its social context. They will produce a presentation on how it began and how it evolved, significant bands/ artists, important recordings/ events, and the image and fashion associated with the style.

Learners will research the history of Electronica and how the music is created. They will produce a presentation on how it began and how it evolved, significant bands/ artists, important recordings/ events, and the image and fashion associated with the style.

Learners are involved in the planning, rehearsal, performance and evaluation of a live performance in front of an audience. Year 9 work alongside the Year 10s to produce a concert for the Gatwick School community.

Assessment

A presentation is submitted showing a thorough and detailed understanding of Funk music.

Learners submit a skills audit, practice diary and reflection report of how they are developing as an instrumentalist/ singer.

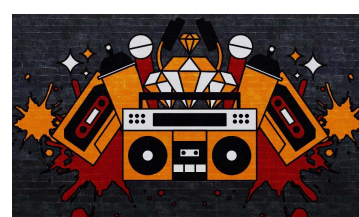
Learners perform their composition or submit an audio file. The piece must be over 2.5 minutes long and must include the specified elements.

A presentation is submitted showing a thorough and detailed understanding of Hip Hop music.

A presentation is submitted showing a thorough and detailed understanding of Electronica music.

Learners submit a plan and progress diary in the lead up to the performance. They are also assessed on their technical performance skills and ability to engage an audience.

Image



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Music

Term	1	2	3	4
Topic	Internal Unit 201ta Musical Knowledge	Internal Unit 205ta Composing Music	External Unit 202ta - Live Music Performance	External Unit 202ta - Live Music Performance
Knowledge Skills & Understanding	Learners will chose two musical styles to study and will discuss the various distinctive traits that comprise them. They will produce a presentation on the styles' inceptions, significant bands/ artists, important recordings/ events, image and fashion associated with the styles. They will also identify key musical elements in a chosen piece of music	Learners will compose a piece of music which includes a rhythm track, a bass line, a chord sequence, a melody and lyrics(if appropriate). They will produce a visual guide to the composition and will then evaluate their work.	Learners are involved in the planning, rehearsal, performance and evaluation of a live performance in front of an audience. The brief for this external unit is released in November. Learners then undertake a rehearsal and planning process leading up to their final performance in March. The performance must last for between 10 and 15 minutes. Learners then evaluated the whole process and use audience feedback to reflect on their performance.	
Assessment	A presentation on the two chosen styles of music and a musical analysis of one piece of music. Internally assessed and externally moderated.	A plan for a composition in a suggested genre. A composition of between 2.5 to 5 minutes in length. A visual guide to the composition. A reflection of the composition Internally assessed and externally moderated.	A plan for the performance (statement of aims, production plan, rehearsal plan, health and safety). A 10-15 minute performance and ongoing rehearsal diary. A reflection of the performance. Externally assessed.	
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