



Covered	<i>Listening and Appraising Extended writing</i>	<i>Listening and Appraising Extended writing</i>	<i>Listening and Appraising Extended writing</i>	<i>Listening and Appraising Extended writing</i>	<i>Listening and Appraising Extended writing</i>		
<b>Theme/ Focus/ Content</b>	<b>Preparation and rehearsal for solo and ensemble performance Completion of composition and recording</b>	<b>Preparation and rehearsal for solo and ensemble performance Completion of composition and recording</b>	<b>Recording of performances and compositions Preparation for listening paper</b>	<b>Recording of performances and compositions Preparation for listening paper</b>	<b>Revision of set works Preparation for listening paper</b>		
<b>2014-15</b>	<i>7 weeks</i>	<i>7 weeks</i>	6 weeks	5 weeks	6 weeks	<i>7 weeks</i>	
<b>10</b>  Skills Covered	Performing – Solo and Ensemble Listening and Appraising Composition Using musical notations Refining and improving your work Extended writing		Performing – Solo and Ensemble Listening and Appraising Composition Using musical notations Refining and improving your work Extended writing		Listening and Appraising Composition Using musical notations Extended writing	Performing – Ensemble Composition Using musical notations Extended writing	
<b>Theme/ Focus/ Content</b>	<b>Western Classical Music 1600 - 1899</b>		<b>Popular music in context</b>		<b>Music in the 20<sup>th</sup> Century</b>	<b>World Music</b>	
	Set works Binary form Ternary form Rondo Form Sonata form Variations The development of the orchestra Rhythmic and melodic dictation		Set works The Blues Pop culture and music Rhythm and melodic dictation		Set works Serialism Minimalism Musical Theatre	Set works Indian music African music Gamelan	
<b>2014-15</b>							
<b>9</b>  Skills	<i>Performing – Ensemble Composition</i>	<i>Performing – Solo and Ensemble</i>	<i>Listening and Appraising Performing – Solo</i>	<i>Listening and appraising Composition</i>	<i>Composition Performing Listening and</i>	<i>Performing – Solo and Ensemble Composition</i>	

Covered	<i>Listening and Appraising Research + extended writing</i>		<i>Use of musical notations Composition</i>		<i>Appraising</i>	<i>Research + Extended writing Listening and appraising</i>	
Theme/ Focus/ Content	<b>African drumming</b>	<b>Solo / group performance skills (Christmas performance)</b>	<b>Instruments of the orchestra, listening and performing skills (3 weeks) leading onto  Film Music</b>	<b>Complete Film Music  Lead onto:  Minimalism</b>	<b>Introduction to Logic computer programme: Composing from a GCSE stimulus</b>	<b>Indian Music</b>	
<b>2014-15</b>	<i>7 weeks</i>	<i>7 weeks</i>	<i>6 weeks</i>	<i>5 weeks</i>	<i>6 weeks</i>	<i>7 weeks</i>	
<b>8</b>  Skills Covered	<ul style="list-style-type: none"> <li>• <i>Listening and Appraising</i></li> <li>• <i>Using musical notation</i></li> <li>• <i>Composing</i></li> <li>• <i>Performing in an ensemble</i></li> <li>• <i>Refining and improving</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Performing – Ensemble and Solo</i></li> <li>• <i>Listening and Appraising</i></li> <li>• <i>Improvising and Composing</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Performing – Ensemble and Solo</i></li> <li>• <i>Improvising</i></li> <li>• <i>Listening and Appraising</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Performing – Solo and Ensemble</i></li> <li>• <i>Reading traditional musical notation</i></li> <li>• <i>Listening and Appraising</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Performance – Ensemble</i></li> <li>• <i>Composing and Improvising</i></li> <li>• <i>Listening</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Listening and Appraising</i></li> <li>• <i>Composing</i></li> <li>• <i>Using musical notation</i></li> <li>• <i>Refining and improving</i></li> </ul>	
Theme/ Focus/ Content	<b>An Introduction to Chords: Reggae Music</b>	<b>Samba Music</b>	<b>Working with chords / The 12 bar blues</b>	<b>Major and Minor (Current year 8 haven't done this)</b>	<b>Rock 'n' Roll</b>	<b>Song writing and Vocal music</b>	
	Performing and composing riffs Chords – Em, Dm Reggae	The musical tradition of Samba, including structure and instruments	Stylistic features and historical context of the blues. Performing the 12 bar blues	Singing Identifying major/minor and the effect on mood	Stylistic features of rock n' roll and its historical context Use of chords I, II, IV, V	What makes a good song? Analysing and comparing musical features.	

	<p>The effect of changing chords within a piece</p> <p>Composing a chord sequence</p> <p>Compose a reggae style beat</p> <p>combining chords, riffs and melodies</p>	<p>Performing and composing samba rhythms</p> <p>Leadership skills</p> <p>Class performance of samba piece</p> <p>Composition of group samba piece</p>	<p>Improvisation using the blues scale</p> <p>'Arriba' jazz and blues</p> <p>Identifying features of the blues</p> <p>Syncopation – echo, call and response</p> <p>Latin American instruments</p> <p>The difference between 'rock' and 'swing'</p>	<p>C, D major/minor scales</p> <p>Performing in major/minor</p> <p>The pattern of the major scale</p> <p>Improvising in D major/minor</p>	<p>and VI</p> <p>Composing idiomatic melodies with an understanding of chords, chord progressions and the rock 'n' roll style.</p> <p>Improvise using the blues scale.</p> <p>Identifying chord progressions in music</p> <p>Listening to music from the 1950's</p>	<p>Composing a song starting with chord sequence, then adding melody, bass line etc.</p> <p>Mood, style, tempo.</p> <p>Writing lyrics and fitting with chords and melody.</p> <p>Notation of composition.</p> <p>Selection of one of the styles already learnt about. E.g. reggae, rock, blues, musical theatre or pop.</p>	
<b>2014-15</b>	<b>7 weeks</b>	<b>7 weeks</b>	<b>6 weeks</b>	<b>5 weeks</b>	<b>6 weeks</b>	<b>7 weeks</b>	
<b>7</b> Skills Covered	<ul style="list-style-type: none"> <li>• <i>Performing - Ensemble</i></li> <li>• <i>Improvising</i></li> <li>• <i>Listening and Appraising</i></li> <li>• <i>Reading simple musical notation</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Composition</i></li> <li>• <i>Listening and Appraising</i></li> <li>• <i>Refining and improving</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Performing – Ensemble and Solo</i></li> <li>• <i>Composition</i></li> <li>• <i>Using musical notations</i></li> <li>• <i>Listening and Appraising</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Performing – Solo and Ensemble</i></li> <li>• <i>Reading traditional musical notation</i></li> <li>• <i>Listening and Appraising</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Performing – Ensemble and Solo</i></li> <li>• <i>Listening and Appraising</i></li> <li>• <i>Composition</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Performing – Ensemble</i></li> <li>• <i>Using musical notation</i></li> <li>• <i>Composition</i></li> <li>• <i>Refining and improving</i></li> <li>• <i>Listening and appraising</i></li> </ul>	
Theme/ Focus/ Content	<b>Bridging Unit – Rhythm</b> <b>Identifying starting points in</b>	<b>Bridging Unit – The Elements of Music</b> <b>Identifying starting points in the key</b>	<b>Introducing the keyboard</b>	<b>Major and Minor</b>	<b>The Music of Java and Bali – the Gamelan tradition</b>	<b>Musical Contrast</b>	

	<b>the key skills</b>	<b>skills</b>					
	Performing and notating simple rhythms and melodies Melodic shape and structure – A/ABA Improvising short phrases Evaluating the effectiveness of melodies Rhythmic note values	Recognising the elements of music and how they are used in music Group composition using the elements Composition using AABA structure Notating composition Listening to and Appraising compositions Knowledge of percussion instruments	Knowledge of the keyboard The 5 finger position Reading notes C – G Performing melodies from staff notation with karaoke backing and solo Addition of rhythm and chords.	Singing Identifying major/minor and the effect on mood C, D major/minor scales Performing in major/minor The pattern of the major scale Improvising in D major/minor	The folk traditions of gamelan Performing gamelan Musical texture Gamelan instruments Pulse Interpreting and using Javanese notation Gamelan composition Appraising gamelan performances Recognising gamelan techniques in a variety of settings	The context of songs Following a musical score / Musical notation Singing in an ensemble Accompaniment patterns – drone and ostinato Composition – major/minor (the process) – Binary form Contrast using the elements of music Appraising work	