

Music	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Year 7	<p>Unit 1 - 'I Got Rhythm...'</p> <p>This unit introduces students to the essential elements of rhythm, pulse, and musical notation through singing, composing, and performing activities inspired by STOMP-style ensemble work.</p> <p>Skills Developed:</p> <ul style="list-style-type: none"> Identifying and performing pulse, rhythm, and tempo Reading and writing basic rhythmic notation Composing and layering rhythmic patterns Using dynamics, articulation, and accents to add expression Singing with correct posture and breath control Working collaboratively in group performances Foundational understanding and analysis application of key Tier 3 analysis words 	<p>Unit 2 – Keyboards</p> <p>This unit introduces students to reading musical notation and performing on the keyboard, developing their understanding of melody, chords, and expression through solo and ensemble playing.</p> <p>Skills Developed:</p> <ul style="list-style-type: none"> Reading treble clef notation and rhythmic values Playing melodies and chords with correct finger technique Understanding and constructing major and minor chords Interpreting dynamics, tempo, and articulation in performance Rehearsing effectively and performing with fluency and expression 	<p>Unit 3 – Programme Music</p> <p>This unit explores how music can tell a story or paint a picture by learning about the instruments of the orchestra and composing melodies that represent different animals.</p> <p>Skills Developed:</p> <ul style="list-style-type: none"> Identifying orchestral instrument families and their timbres Understanding how musical elements convey character and mood Composing melodies using pitch and rhythm to represent ideas Recording music using a Digital Audio Workstation (Cubase/ Sibelius) Using structure, tempo, and dynamics to shape expressive compositions 	<p>Unit 4 – Ensemble Performance Foundations – The Blues</p> <p>This unit introduces pupils to ensemble performance through the Blues genre, focusing on learning 12-bar blues chord sequences, walking bass lines, and melodies on keyboards and ukuleles, while exploring the historical roots of the Blues and analysing its musical features.</p> <p>Skills Developed:</p> <ul style="list-style-type: none"> Performing 12-bar blues chord sequences, walking bass lines and melodies on ukulele and keyboard Understanding the historical and cultural origins of Blues music Analysing Blues structure, harmony, and stylistic features Rehearsing effectively in an ensemble setting Playing in time and coordinating with other performers Communicating musically using an 	<p>Unit 5 - Cartoons</p> <p>This unit explores how music can enhance storytelling in cartoons by creating atmosphere, representing characters through leitmotifs, and synchronising sound with on-screen action using techniques like Mickey Mousing.</p> <p>Skills Developed:</p> <ul style="list-style-type: none"> Understanding how musical elements (tempo, pitch, rhythm, timbre, dynamics) create mood and atmosphere Composing music to match cartoon scenes using DAW (Beepbox/ Cubase) Using leitmotifs to represent characters Applying Mickey Mousing techniques to synchronise music with action Analysing the role of music in visual media and its emotional impact using Tier 3 analysis words



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				appropriate tempo and dynamics and performing with confidence	
Year 8	<p>Unit 1 - Keyboards Students build keyboard skills knowledge of practise techniques through notation reading, rhythmic accuracy, and expression addition, exploring key works by Bach, Scott Joplin, and additional modern repertoire.</p> <ul style="list-style-type: none"> • Reading and interpreting notation (pitch, rhythm, accidentals, key signatures). • Understanding chord types (major, minor, 7th). • Applying effective practice techniques (e.g. metronome use, correct fingering, chunking). • Using tempo, dynamics, and articulation to add expression. • Evaluating and improving performance through feedback and resilience. • Analysing piano pieces with Tier 3 vocabulary to inform interpretation. 	<p>Unit 2 – Video Game Music Students learn how music creates mood and character in video games by analysing game soundtracks and composing original character themes, leitmotifs, and Mickey-Mousing background music.</p> <ul style="list-style-type: none"> • Analysing how musical elements create mood and character using Tier 3 vocabulary. • Composing character themes in AABA form with melodic and expressive techniques. • Using leitmotifs and Mickey-Mousing to represent characters and events. • Creating and recording chord progressions, melodies, bass, and drum lines. • Recording, editing, and layering tracks with DAWs (Cubase, Beepbox, Sibelius). 	<p>Unit 3 – All About That Bass Students explore how bass lines shape structure and harmony across genres, developing skills in reading bass clef and creating five types of bass lines through listening, performance, and composition to enhance students’ performance skills, aural and score analysis skills, and compositional abilities for this and future units.</p> <ul style="list-style-type: none"> • Reading bass clef notation and identifying bass instruments. • Performing bass riffs from popular songs and understanding their impact. • Creating and playing walking bass lines in rock ‘n’ roll, jazz, and blues using I–IV–V chords and passing notes. • Performing and composing Alberti bass patterns from classical and popular style repertoire. 	<p>Unit 4 – Reggae Music Students explore the origins and features of Reggae through listening, performance, and composition, developing practical skills and cultural understanding before culminating in a group performance.</p> <ul style="list-style-type: none"> • Expand listening and analysis skills by identifying Reggae features such as offbeat rhythms, syncopation, and chord patterns, and describing them using Tier 3 vocabulary. • Develop cultural understanding of the social and political significance of Reggae music. • Develop performance and rhythmic skills by playing chord sequences, melodies, bass hooks, riffs, and drum patterns while applying syncopated 	<p>Unit 5 – Theme and Variation Students explore how composers transform a simple theme into varied versions using changes in the key musical elements. Through listening, analysis, and practical tasks, learners develop creative and technical skills by performing themes, applying variation techniques, and composing their own set of variations using Sibelius.</p> <ul style="list-style-type: none"> • Expand listening and analysis skills by identifying changes in musical elements across different variations and describing them using Tier 3 vocabulary. • Develop compositional understanding by learning and applying instrumental, melodic, accompaniment, and expression variation techniques. • Enhance notation skills by recording themes and



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		<ul style="list-style-type: none"> Applying dynamics, articulation, and tempo to enhance atmosphere. Refining compositions through structured teacher-, self-, and peer-assessment. 	<ul style="list-style-type: none"> Using arpeggios and broken chords to vary accompaniments. Analysing, composing, and performing pedal notes in Baroque, popular, and film music. 	<p>rhythms and offbeat accents.</p> <ul style="list-style-type: none"> Strengthen creative skills by writing original Reggae lyrics that incorporate Jamaican dialect and planning group performances. Improve evaluation skills by reflecting on and refining performances through structured teacher-, self-, and peer-assessment. 	<p>variations accurately into Sibelius.</p> <ul style="list-style-type: none"> Strengthen creative skills by planning and composing original variations that apply changes in melody, harmony, texture, and tonality. Improve evaluation skills by reflecting on and refining compositions through structured teacher-, self-, and peer-assessment.
Year 9	<p>Unit 1 – Drumming from West Africa Students explore the traditions and techniques of West African drumming through listening, performance, and composition, developing rhythmic, cultural, and ensemble skills before culminating in a group performance.</p> <ul style="list-style-type: none"> Develop cultural understanding of the social and musical significance of West African drumming and its role in community and communication. Expand listening and analysis skills by identifying key features such as 	<p>Unit 2 – Music Around the World: Building Composition Skills Students develop advanced composition techniques through three cultural contexts: Chinese pentatonic music, Indian raga, and Gamelan. Each stage builds melodic, rhythmic, and textural skills, culminating in layered compositions that explore global traditions.</p> <ul style="list-style-type: none"> Expand listening and analysis skills by identifying key features of Chinese, Indian, and Indonesian music, including scales, melodic 	<p>Unit 3 – Film Music Students explore how music enhances mood, character, and narrative in film, focusing on John Williams’ iconic Star Wars score. Through listening, performance, and composition, learners develop skills in using leitmotifs, harmony, and orchestration to create dramatic effects, culminating in an original film music composition.</p> <ul style="list-style-type: none"> Expand listening and analysis skills by identifying how the elements of music can be used to create mood and character in film 	<p>Unit 4 – Arranging and Composing Pop Songs Students explore what makes a successful pop song by analysing riffs, hooks, melodies, chord sequences, lyrics, and structure in case studies. They learn to interpret lead sheets and perform short arrangements. The unit culminates in students composing and performing a group composition of their own original pop song.</p> <ul style="list-style-type: none"> Expand listening and analysis skills by identifying hooks, riffs, and structural elements in 	<p>Unit 9 – Composing and Remixing EDM Students explore the characteristics of Electronic Dance Music through listening, analysis, and practical tasks. They learn how texture, layering, and rhythmic patterns create energy and drive in EDM tracks. Using DAWs such as Cubase, pupils experiment with loops, samples, and MIDI sequencing to remix existing material and compose original tracks, culminating in a complete EDM composition.</p> <ul style="list-style-type: none"> Expand listening and analysis skills by

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		by reflecting on how compositional choices express mood and cultural identity, using structured teacher- and self-assessment.			
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