

**How to use this**

- › Choose this template format if you want to look at how pupils develop their knowledge and skills in one subject from the start to the end of school
- › Adapt it to suit your school's context and curriculum design
- › The level of detail you go into will depend on your school's curriculum design and context – but try to be concise so your colleagues can easily follow your plan
- › Fill in the **name of the subject** below
- › If you have a key topic, theme or value that you'll cover in each term/half term, fill this in – but don't worry if you don't have one, just delete that particular row in the template
- › This template is for both primary and secondary schools – amend the year groups below if you're a secondary school

KEY TOPIC/VALUE	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 7 (Key Stage 3)	<b>Building Bricks (Exploring musical elements)/Baseline assessment</b>  Pitch, Tempo, Dynamics Duration, Texture, Silence Attack & Decay, Timbre	<b>Voiceworks (Exploring vocal textures and singing)</b>  Voice Types – SATB Harmony/Unison A Capella Call & Response Songs Rounds, Song with Ostinato, Part Songs Vocal Textures & Layers  BIG CHRISTMAS SING	<b>Rhythm and Pulse (Exploring rhythm)</b>  Rhythm, Pulse, Beat, Ostinato Note Values – crotchet, minim, quaver, pair of quavers, semibreve Rhythm Grid Notation	<b>Chinese Music (Exploring the Pentatonic Scale)</b>  Chinese Musical Instruments, Black Note Pentatonic Scale, Pentatonic improvisation, Composing using the pentatonic scale	<b>Instruments of the Orchestra (Exploring Timbre)</b>  Strings, Brass Woodwind, Percussion March – Class Orchestra Conducting, Timbre Tuned & Untuned Percussion Instrument Research	<b>Variations (Developing musical ideas)</b>  The Elements of Music Varying Melodies Ground Bass Major/Minor Sequence Ornamentation
	<b>Hooks and Riffs</b>  Exploring Riffs and Hooks Repeated musical patterns Ostinato Singing in parts/unison	<b>Music and Space (Exploring sounds)</b>  Acoustic vs. Electronic Sounds Programme Music – “The Planets” by Gustav Holst Graphic Notation Timbre & Instrumentation Dynamics	<b>African Music (Exploring polyrhythms)</b>  Rhythm, Bass/Tone/Slap, Master Drummer Rhythm Grid Notation Call & Response, Polyrhythms Cyclic Rhythms, Syncopation Improvisation	<b>Offbeat (Exploring Reggae and Syncopation)</b>  Calypso Bass Line Offbeat Chords Syncopation Reggae Texture	<b>Film Music (Music and the media)</b>  Atmosphere & Mood Story Board Cue Sheet Leitmotif Adverts/Jingles Sci-Fi/Horror/Western James Bond Films Soundtrack	<b>Hammers and Gongs (Exploring Indonesian Gamelan)</b>  Sounds of Gamelan, Interlocking melodies, Gamelan instruments, Gamelan scales

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 9  (Key Stage 4)	<b>Introduction to GCSE Music/Popular Music</b>	<b>Fanfares</b>	<b>The Development of Music- Baroque</b>	<b>Jazz and Blues</b>	<b>Musical Theatre</b>	<b>Samba (Exploring polyrhythms and improvisation)</b>
	Musical Arrangements Cover Songs Popular Songs Song Structure Textures & Layers Recording a Song Music Technology Digital Effects	History, origins and uses of Fanfares. Harmonic Series Musical imitation Commission to write a Fanfare for the opening ceremony of an event. Introduction to musical score notation software Developing performance practice (Performance 1)	Development of the Baroque Period Key dates, composers and styles Ornaments Baroque Dance Suite Solo instruments Baroque Instrumental Music composing	History of Jazz and Blues 12 Bar Blues Chord progressions Blues Scale Improvisation Call and Response Jazz Styles Developing performance practice (Performance 2)	Performance and Analysis of songs and music from Musicals – Chords & Chord Vamps Jazz, Tango Part-Singing Composition of a scene from a Musical	Carnival Music Latin-American Instruments Rhythm & Pulse Ostinato Call and Response Improvisation Cyclic/Polyrhythms Developing performance practice (Performance 3)

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>YEAR 10</p> <p>(Key Stage 4)</p>	<p>Appreciating and using the elements of music Aural, notational and listening skills.</p> <p>Introduction to Area of Study 1: <b>Forms and Devices.</b></p> <ul style="list-style-type: none"> <li>repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/arpeggio, melodic and rhythmic motifs, simple chord progressions</li> </ul> <p>Introduction to prepared extract – Badinerie by JS Bach.</p>	<p>Introduction to Area of Study 4: <b>Popular Music:</b></p> <p>Appraising - more challenging theoretical and aural work:</p> <p>Composing using primary and secondary chords, cadences, standard chord progressions, power chords and rhythmic devices.</p> <p>Introduction to prepared extract- Africa by Toto.</p> <p>Performing - performance practice and end of term assessment.</p>	<p>Introduction to area of study 2: <b>Music for Ensemble</b></p> <p>Performing in smaller ensembles; (e.g. chamber music, jazz, musical theatre etc.) as suited to learner interests (cover other topics in year 11).</p> <p>Composing using texture and sonority (chords and melody).</p>	<p>Introduction to area of study 3: <b>Film Music,</b> with devices and terminology:</p> <p>Layering, imitation, chromatic movement, dissonance, leitmotifs, thematic transformation of ideas</p> <p>The relationship between the story and the music.</p> <p>The effect of audience, time and place.</p> <p>Use of sonority, texture and dynamics to create a mood-contrast and development.</p> <p>Performing - performance practice and end of term assessment.</p>	<p>Revisit all topics from Year 10 using different pieces as listening and performing examples</p> <p>Complete free composition project (of choice) and submit</p> <p>Continue to build aural skills through frequent practice.</p> <p>Performing - performance practice and end of term assessment.</p>	

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>YEAR 11 (Key Stage 4)</p>	<p>Revisit area of study 1: <b>Forms and Devices</b> (with more advanced topics and practical content)</p> <ul style="list-style-type: none"> <li>▪ Variation form and strophic form in classical music</li> <li>▪ Recognition of features of baroque, classical and romantic periods</li> <li>▪ Revisit: imitation, pedal, canon, alberti bass and all harmonic features</li> </ul> <p>Revisit and revision: <i>Badinerie</i></p> <ul style="list-style-type: none"> <li>▪ Exam techniques: hints and tips</li> <li>▪ Building a vocabulary revision list</li> <li>▪ Clarifying theoretical points</li> </ul>	<p>Revisit area of study 4: Popular Music (with more advanced topic/class/practical content)</p> <ul style="list-style-type: none"> <li>• Bhangra and fusion</li> <li>• Loops, samples, panning, phasing, melismatic/syllabic</li> </ul> <p>Revisit <i>Africa</i></p> <ul style="list-style-type: none"> <li>• Exam techniques: hints and tips</li> <li>• Building a vocabulary revision list</li> <li>• Clarifying all relevant theoretical points</li> </ul> <p>Performing - performance practice and final recording.</p>	<p>Revisit <b>Music for Ensemble</b> (with more advanced topic/class/practical content): Polyphonic, layered, round, canon and counter melody</p> <p>Cover all styles not completed in year 10.</p> <p>Revisit <b>Film Music</b> (with any further topics/content).</p> <p>Complete all composing coursework.</p>	<p>Listening practice and final examination.</p> <p>Ensure the specification content is fully covered</p>		