

YEAR	TERM 1 (Autumn)	TERM 2 (Spring)	TERM 3 (Summer)
<p>YEAR 7</p> <p>Keyboard Skills and singing continue throughout</p>	<p>I've Got Rhythm A sense of pulse is fundamental, a prerequisite of almost all musical activity. As such, it needs to be understood from the outset and then developed and strongly reinforced throughout Key Stage 3. This unit introduces or reintroduces the concept of pulse through a variety of experiences which include pulse games and other rhythmic activities, the creation of patterns, including ostinati, and repetitive rhythmic textures –cyclic and polyrhythms, listening activities and the composition and performance of class and group rhythm pieces.</p> <p>Keyboard Skills 1 This unit is all about effective keyboard performance technique including basic treble clef staff notation. Pupils learn about other keyboard instruments such as the Harpsichord, Celesta, Accordion, Organ, Clavichord, Piano (upright and grand) and Synthesisers before establishing the importance of correct playing position and posture and the importance of keyboard warm-ups. Pupils move on to learn about using keyboard fingering for better playing skills, built through a range of exercises such as scales and simple right-hand melodies in the key of C Major. Pupils explore the layout of the keyboard in terms of white and black keys and their note names; sharps and flats as enharmonic equivalents and explore how to “read music” in the form of simple melodies and melodies from popular songs from treble clef staff notation.</p>	<p>Saharan Sounds This unit explores the main rhythmic musical features and devices used in African music, particularly the African drumming tradition of West Africa. Pupils explore the different African Drum performance techniques and the effect this has on the timbre and sonority of the sounds produced. They then move on to perform and create, by composing and improvising simple rhythms and, using repetition, turn these into cyclic rhythms. These are then combined and overlapped to create polyrhythms and a polyrhythmic texture: a characteristic of much African music.</p> <p>Sonority City This unit develops pupils’ knowledge and understanding about orchestral instruments and families/sections of orchestral instruments. Pupils learn about the construction, sound production and timbres/sonorities of different orchestral instruments, the layout, grouping and the instruments which belong to each section of a modern symphony orchestra. Key to this unit is pupil’s understanding of the terms: TIMBRE AND SONORITY with a general introduction to the orchestra followed by exploring one orchestral section or family per lesson.</p>	<p>Form and Structure This unit begins by establishing what is “Form and Structure” in music and why Form and Structure is important. Through performing, composing, improvising and listening and appraising, pupils then explore four different musical structures: Question and Answer Phrases, Binary Form, Ternary Form and Rondo Form.</p> <p>Hip Hop Hooray / Introduction to Garageband The project-based unit builds on the skills developed in the previous units as students are introduced to Music Technology by composing and recording their own raps to a backing track. They will also understand the origins and musical features of Hip Hop music.</p>

<p>YEAR 8</p> <p>Keyboard Skills and singing continue throughout</p>	<p>Feel the Blues / Jazz Improvisation This unit develops pupils' understanding of bass lines and chords as a harmonic foundation upon which a melody can be constructed upon and as a foundation for improvisation. Pupils begin by learning about the history, origin and development of the Blues and its characteristic 12-bar Blues structure exploring how a walking bass line is developed from a chord progression. Pupils also explore the effect of adding a melodic improvisation using the Blues scale and the effect which "swung" rhythms have as used in jazz and blues music. Pupils are introduced to seventh chords and how these are formed, and their characteristic sound used in jazz and blues music. Pupils examine the lyrics of blues songs before composing their own set of lyrics for a performance of their blues song using different textural layers. Finally, pupils explore Ragtime Music as a type of jazz examining how chords have been used differently in a "vamp" style.</p> <p>Folk Music This unit investigates some of the different techniques of Musical Accompaniments through the exploration of Folk Songs. The concept of Harmony, relating specifically to Intervals, is reinforced through progressively more complex Musical Accompaniments from a simple Pedal (octave), Drone and Ostinato (fifth), to Chords as Triads, Broken Chords, Arpeggios and Alberti Bass patterns (root, third, fifth). The concept of Harmony is developed further in the exploration and addition of Counter Melodies (in fourths and fifths) in Folk Songs.</p>	<p>Score-writing and WCT This unit develops the pupils' skills using the score-writing package 'Muscores'. Following a series of engraving tasks, pupils develop compositions in the Western Classical Tradition (WCT) including the structural, instrumental, melodic and harmonic conventions of the genre. Pupils will analyse and evaluate a series of famous classical works, developing an understanding and appreciation of composers through time.</p> <p>Theme and Variations This unit develops pupils' ability to recognise, explore and make creative use of the elements of music found in variation form. Pupils begin this unit by working with a famous theme and exploring different musical ways in which this can be varied and developed, using the elements of music and exploring changes in tonality and rhythm. Pupils explore how composers have used variation form in a selection of music from different times and places. Finally, pupils learn about the concept of Ground Bass, as a type of Variation Form, performing Pachelbel's "Canon" and composing their own Ground Bass Variations before looking at how Ground Bass has been used in popular songs.</p>	<p>Reggae This unit explores reggae music and the culture it comes from. After exploring the origins of reggae music as one of a number of different styles of Caribbean music, pupils learn about the importance of bass lines in reggae music and how offbeat chords are a key feature of music of this genre. Pupils explore the strong and weak beats of the bar, syncopation and the effect that this has on reggae music, before looking at how "fragmented" melodic parts can be used as bass line riffs and melodic hooks. Pupils look at the famous reggae musician, Bob Marley and his influence on Rastafarianism to a worldwide audience through the lyrics of reggae songs and explore the different textural layers which make up reggae music.</p> <p>Samba This double-unit introduces the polyrhythmic style of Latin American Samba and identifies its roots in African and Spanish/Portuguese music. Concepts revised and visited include the importance of a steady beat/pulse as a foundation of rhythmic music, looping rhythms, polyrhythms, call and response and improvisation.</p>



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<p>YEAR 9</p> <p>Keyboard Skills and singing continue throughout</p>	<p>Popular Song and Song writing</p> <p>In this project-based unit, pupils explore the genre of the pop song, learning how different artists and groups have created different musical arrangements of the same song. Pupils learn about different devices used in pop songs including how the different structural elements are sequenced horizontally to produce the classic form of a pop song, as well as how different textural layers combine vertically showing awareness of the different parts used in a pop song. They will learn a basic four chord pattern on several typical pop band instruments, culminating in a performance of a song of their choice in small groups at the end of the unit.</p> <p>Sound of Broadway</p> <p>This unit explores songs and music from the stage, beginning with an exploration into “what makes up a musical?”. Pupils explore the history and developments of elements of a musical (including its origins in opera and vaudeville), develop their performance skills by singing various songs from musicals and learn to play the accompanying parts from a musical song of their choice on the piano.</p>	<p>New Directions</p> <p>An in-depth exploration of two of the many various styles, movements and genres of twentieth century music: minimalism and expressionism. Through exploring a wide range of music from the minimalist and expressionist styles, pupils learn about common trends in twentieth century music such as the use of different tonalities, chromaticism, dissonance and extremes of pitch and dynamics as well as how composers use unusual and experiments timbres, sonorities, sounds and instruments within their work, which pupils are encouraged to explore and use in their own performances, improvisations and compositions to get a feel “of the style” in which they are exploring.</p> <p>Dance Music</p> <p>Dance music takes an explorative look into rhythm, chords and metre in a variety of different types, styles and genres of dance music. By exploring the characteristic musical features of dance music from different times and places, pupils will understand the important connection between the steps, movement and formation of the dance and how these are inter-related within musical features such as time, metre, rhythms and chords in the music.</p>	<p>Soundtracks</p> <p>The unit begins with an introduction into the purpose of film music and the decisions and challenges a composer of film music faces. Leitmotifs are an important aspect of film music and pupils explore how composers have used these to represent certain characters and situations within films and how, through the manipulation of the elements of music, these can be changed to suit different on-screen situations. The unit has several “Lesson Pathways” allowing teachers to focus on some of several film music genres in detail. While the focus of this unit is on creating and composing, there are opportunities for pupils to critically engage with a range of film music through listening and appraising, together with some performing activities of famous film themes and leitmotifs. The James Bond Film Music Project is one such popular pathway where pupils perform the James Bond Leitmotif and Themes before using these in a soundtrack composition for the newest James Bond film trailer. Another popular pathway is to focus on the music in horror films using one of the “Haunted House” videos as a stimulus for a soundtrack composition. The Musical Contexts Soundtracks Composing Videos Bank contains several short suitable films with an on-screen timer throughout where pupils could undertake a music spotting, construction of a storyboard/cue sheet and ultimately a complete soundtrack composition.</p>
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