

		Weekly Summary	Skills and Knowledge	Assessment Point
Autumn Term 1	Exploring Sounds and Images	<p><b>1</b></p> <p><b>Focus: music and atmosphere – developing listening and describing skills</b></p> <p>Can students talk about what they are hearing? Use picture and audio examples to instigate peer and whole group discussions.</p> <p><i>(Singing opportunity: “Deep and dark is the sky”)</i></p> <p><b>(includes baseline assessment)</b></p>	<p><b>Knowledge:</b> (vocabulary)</p> <p>Pitch Tempo Dynamics Texture Duration</p>	
		<p><b>2</b></p> <p><b>Focus: listening to and analysing examples from Carnival of the Animals</b></p> <p>Peer and whole group discussion leading into pair composition work – creating a theme for an animal.</p>	<p><b>Knowledge:</b> (vocabulary)</p> <p>Pitch Tempo Dynamics Texture Duration</p>	Performance of animal character compositions – teacher verbal feedback and student self-assessment
		<p><b>3</b></p> <p><b>Focus: composing a simple idea, performing and evaluating our own work</b></p> <p>“Carnival of the animals” recap – possibility for written task if appropriate.</p> <p>Complete pair/small group composition work from last week and perform. Teacher verbal feedback.</p>	<p><b>Skills:</b> Constructing a simple melodic idea and performing it as part of an ensemble</p> <p>Listening to a musical example and analysing the treatment of a musical element</p>	
		<p><b>4</b> <b>5</b></p> <p><b>Focus: Using Danse Macabre to understand simple notation</b></p> <p>Listen to Danse Macabre and analyse how it creates a particular mood/atmosphere.</p> <p>Use DM melody fragment as the performance task</p> <p>Whole class (and small group if appropriate) rhythm work to model crotchets and quavers and check understanding.</p> <p>(Opportunity for performance challenge for more able musicians using other parts of the score and combining multiple parts)</p> <p>Student performances of melody fragment.</p>	<p><b>Knowledge and skills:</b></p> <p>Reading and accurately using crotchets and quavers, and notes D,E and F.</p> <p>(Opportunity for performance challenge for more able musicians)</p> <p>Listening to a musical example and analysing the treatment of a musical element</p>	Teacher assessment of skills (marking grid using success criteria)
		<p><b>6</b></p> <p><b>Focus: Composing to match an image – exploring and planning</b></p> <p>Working in small groups/pairs to compose a piece of music to fit with a haunted house image. (links to Halloween)</p> <p><i>(Singing Opportunity: Use spooky rhyme songs to model)</i></p> <p>Students to use a mixture of their own ideas and melodic fragments provided to put together a successful composition.</p>	<p><b>Knowledge:</b> (vocabulary)</p> <p>Pitch Tempo Dynamics Texture Duration</p> <p><b>Skills:</b> selecting appropriate use of elements</p>	Homework marked

		7	<p><b>Focus: Composing to match an image – developing, performing and evaluating.</b></p> <p>Completion of composition work, performance and self-evaluation of work presented.</p>	<p>Demonstrating steady pulse and understanding of crotchets and quavers.</p> <p>Reading from simple notation.</p>	<p>Performance of animal character compositions – teacher written feedback.</p> <p>Student evaluations of own work (written).</p>
--	--	---	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------

			Weekly Summary	Skills and Knowledge	Assessment Point
Autumn Term 2	Fanfares	1	<p><b>Focus: What is a fanfare? Introducing chords</b></p>	<p>Revise and embed crotchets and quavers from Autumn term 1.</p> <p><b>Knowledge:</b></p>	
		2 3	<p><b>Focus: Fanfare composition task.</b></p>		<p>Homework marked</p>

**Short project as year 7 students also spend this half term learning their songs for the Christmas concert. These three hours of lessons will realistically be taught in chunks across a number of weeks.**

			<b>Weekly Summary</b>	<b>Skills and Knowledge</b>	<b>Assessment Point</b>
<b>Spring Term 1</b>	<b>Form and Structure</b>	1	<p><b>Focus: Why music needs a structure. Call and response.</b></p> <p>Use sentence structure and punctuation as a model to introduce the unit.</p> <p>Call and response work as a whole class <i>(Singing opportunity: Call and Response Songs)</i></p> <p>Small group call and response practical work as appropriate. Peer assessment opportunity.</p>	<p><b>Knowledge:</b></p> <p>Call and response and how to recognise it in musical examples.</p> <p><b>Skill:</b></p> <p>Performing using Call and Response</p>	
		2	<p><b>Focus: Binary Form</b></p> <p>Binary form exercises and modelling.</p> <p><i>(Singing opportunity – My Bonnie Lies Over the Ocean, Freddie was a paratrooper/Glory glory..., Greensleeves)</i></p> <p>Use melodic phrase cards to create and perform Binary form compositions.</p>	<p><b>Knowledge:</b></p> <p>Binary form and how to recognise it in musical examples.</p> <p><b>Skill:</b></p> <p>Performing using Binary form</p>	
		3	<p><b>Focus: Ternary Form</b></p> <p><i>(Singing opportunity – Twinkle Twinkle....)</i></p> <p>Binary vs. Ternary games. Listen to examples and identify the sections.</p> <p>Paired work – learning a pentatonic melodic phrase (A section) accurately.</p>	<p><b>Knowledge:</b></p> <p>Ternary Form and how to recognise it in musical examples.</p> <p>Pentatonic Scales</p> <p><b>Skill:</b></p> <p>Combining different melodic ideas to create a cohesive piece</p>	Teacher assessment of work (marking grid using success criteria)
		4	<p><b>Focus: Creating unity and contrast in a ternary form piece</b></p> <p>Model ways of creating contrast in music and ask students to discuss. Use Beatles “A Day in the Life” as an example of contrasting ideas.</p> <p>Students to compose a pentatonic B section to complete the performance from last lesson.</p>		
		5	<p><b>Focus: Analysing and understanding Rondo form</b></p>	<p><b>Knowledge:</b></p> <p>Theme and Episode Pentatonic scales</p>	Homework marked
		6	<p><b>Focus: Composing using Rondo form</b></p>		<p>Performance of Rondo form compositions - teacher written feedback.</p> <p>Student evaluations of own work (written).</p>

			<b>Weekly Summary</b>	<b>Skills and Knowledge</b>	<b>Assessment Point</b>
<b>Spring Term 2</b>	<b>STOMP</b>	1	<p><b>Focus: Listening to and analysing examples of STOMP performances – identifying key features of the style Stomp The Yard</b></p> <p>Show STOMP videos to start and discuss. Possibility for written task if appropriate.</p> <p>Rhythm games (bucket drumming?)</p> <p>Whole class and small group rhythm tasks</p>	<p><b>Skills and Knowledge:</b></p> <p>Pulse Rhythm (and the difference between them)</p> <p>Ensemble</p> <p>Revise call and response from Spring Term 1</p>	
		2	<p><b>Focus: Cross-rhythms (polyrhythms)</b></p> <p>STOMP videos to recap if appropriate Whole class rhythm games – layers and polyrhythms</p> <p><i>Singing opportunity: Using rhymes to embed understanding of polyrhythms)</i></p> <p>Small group rhythm work – perform and feedback at the end of the lesson.</p>	<p><b>Knowledge:</b> (vocabulary)</p> <p>Polyrhythms Revise Texture</p> <p><b>Skills:</b></p> <p>Combining multiple rhythms with a steady pulse</p>	Teacher verbal feedback
		3	<p><b>Focus: Exploring different timbres</b></p> <p>Timbre games (rainstorm, desert, jungle, kitchen, football match etc.)</p> <p>Small group performance work with rhythm cards, using contrasting timbres for different sections</p>	<p><b>Skills and Knowledge:</b></p> <p>Describing and creating a range of different timbres</p>	Teacher assessment of work in progress (marking grid using success criteria)
		4 5 6	<p><b>Focus: Composing in a STOMP style</b></p> <p><b>1. exploring and planning</b> <b>2. developing and extending</b> <b>3. refining, performing and evaluating</b></p> <p>Students to work in groups to develop an extended composition in the style of a STOMP performance, incorporating skills explored in lessons 1-3 and in Spring Term 2 (Form and Structure).</p> <p>Use videos from previous years to model as appropriate. Discuss strengths and weaknesses.</p> <p>Interim reviews with groups as appropriate (individually or in front of the class).</p> <p>Opportunity to challenge more able musicians to notate their ideas.</p>	<p><b>Knowledge:</b> (embedding understanding of)</p> <p>Structure Ensemble Texture Polyrhythms Timbre</p> <p><b>Skills:</b></p> <p>Planning a piece of music over an extended number of lessons</p> <p>Percussion skills</p> <p>PLTS</p>	<p>Homework marked</p> <p>Performance of STOMP compositions - teacher written feedback.</p> <p>Student evaluations of own work (written).</p>

			<b>Weekly Summary</b>	<b>Skills and Knowledge</b>	<b>Assessment Point</b>
<b>Summer Term 2</b>	<b>The Blues</b>	<b>1</b>	<p><b>Focus: Listening to examples of Blues and understanding the 12-bar blues structure</b></p> <p>Blues listening introduction. Opportunity for written task if appropriate.</p> <p style="text-align: center;"><i>(Singing opportunity – Hound Dog)</i></p> <p>Whole class discussion of the origin of Blues (link to Slavery unit in history curriculum – bringing in students’ wider knowledge)</p> <p>Explore 12-bar blues as a structure. Opportunity for listening games to test/embed understanding.</p>	<p><b>Knowledge and Skills:</b></p> <p>12-bar blues chords</p> <p>Revise chords and triads from Fanfares unit (Autumn Term 2)</p>	
		<b>2 3</b>	<p><b>Focus: Performing a 12bar blues</b></p> <p>Recap 12bar blues understanding from lesson 1</p> <p>Listen to and analyse Jackass Blues. Opportunity for written task if appropriate.</p> <p>Pair/small group task - to complete a 12bar Blues performance task using extracts from Jackass Blues.</p> <p>Opportunity to incorporate student modelling and peer feedback.</p> <p>Complete pair/small group composition work from last week and perform.</p>	<p><b>Knowledge and Skills:</b></p> <p>Walking bass Vamping chords</p>	<p>Teacher assessment of work (marking grid using success criteria)</p>
		<b>4</b>	<p><b>Focus: Improvisation using the Blues Scale</b></p> <p>Introduce the Blues scale (and accidentals) and the concept of improvisation through modelling.</p> <p>Students to work on keyboards (or other instruments if capable/available) to create a short improvisation over the 12bar blues chords. (Use backing track or MIDI files if appropriate)</p>	<p><b>Knowledge and Skills:</b></p> <p>Blues scale Accidentals Improvisation</p>	<p>Homework marked</p>
		<b>5 6</b>	<p><b>Focus: Applying the elements of Blues through composition</b></p> <p style="text-align: center;"><b>1. Planning and creating</b> <b>2. Refining, performing and evaluating</b></p> <p>Students to work in groups to develop an extended composition in the style of a Blues performance, Incorporating skills explored in lessons 1-4.</p> <p>Model with students as appropriate -discuss strengths and weaknesses.</p> <p>Interim reviews with groups as appropriate (individually or in front of the class).</p> <p>Opportunity to challenge more able musicians to notate their ideas.</p>	<p><b>Knowledge and Skills:</b></p> <p><i>(embedding understanding of)</i></p> <p>12 bar blues chords Walking bass Vamping chords Blues scale Accidentals Improvisation</p> <p>Planning a piece of music over an extended number of lessons</p> <p>PLTS</p>	<p>Performance of Blues compositions - teacher written feedback.</p> <p>Student evaluations of own work (written).</p>