

Year 7						
Autumn One A	Autumn One B	Autumn One	Spring One	Spring Two	Summer One	Summer Two
<u>Crucial Knowledge, Group Skills &amp; Performance Workshopping</u>  Group skills, workshops, personal development and team building.  Crucial knowledge based whole class activities	<u>Ukeacademy</u>  Learn how to play the ukulele  Use popular songs as an avenue to develop performance and ensemble skills through group-based Ukulele work.	<u>Keyboard skills 1: Wimoweh</u> <ul style="list-style-type: none"> <li>Learn the structure of the keyboard.</li> <li>Understand why technique is important with skill development.</li> </ul> Aim to perform a piece with two independent hands.	<u>Introduce music technology and basic notation.</u>  Use garage band as an introduction to music technology.  Learn the note value tree and the relationship between the note values.	<u>African Drumming</u>  Workshop techniques to develop ensemble skills, rhythm and pulse using djembes and percussion to produce a whole class performance.	<u>Music technology: The X Files</u>  Theme based composition.  Introduction to film music; leitmotif, timbre, instrumentation, notation and tonality.	<u>Musical Theatre Summer loving.</u>  Perform the song 'summer lovin' from the musical Grease.  Students aim to perform a part from the song and play in an ensemble.  Instrumental choice can be added to the class-based keyboard work.
Whole class workshops and games based around key skills and crucial knowledge. Pulse circles, clap back and group vocal work on popular songs used to introduce and embed crucial knowledge in an experiential learning climate.	Personal technique: how to play the Ukulele. Be able to play the Ukulele; linking the learning to crucial knowledge and the elements of music. Introduce ensemble skills and practical rehearsal technique to produce a group performance.	Learn the note names, how the keyboard is structured, sharps and flats, finger development and hand coordination. 1). Follow a series of developmental skill exercises. 2). Employ our knowledge of the keyboard to play using note names. 3). Use basic crucial knowledge within a performance of Wimoweh including musical elements such as tempo and pulse.	Use garage band as a basic tool to introduce music technology. Create songs using loops to experientially use crucial knowledge such as structure, rhythm, tempo, pitch and harmony. Build on our rhythmic learning using American terms to program rhythmic patterns that help us to understand how notation works.	Rhythm circle technique and performance work using the three hand positions, utilising; pulse, tempo, structure, dynamics and vocal work to create a class performance.  Have an insight to Ghanaian cultural music and its role in society.	Melody development through performance and recording of the X Files theme.  Identify the tonality of the music and be able to choose sounds that work well in the composition.  Introduce logic pro, be able to employ the software capabilities to create an effective piece of film music.	Through performance; employ the skills learned throughout the year to produce a performance of the song.  All parts are differentiated to allow all students access to a role in the performance.  Skill development continues as a starter for each lesson building on the technical skill development of each individual performer.

Year 8					
Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<u>Pop music Performance project.</u>  Incorporate the instrumental skills and apply subject crucial knowledge to produce small ensemble performance of chosen songs.	<u>Beethoven and Christmas music.</u>  Further development of keyboard skills and discover the wonderful world of Beethoven as an introduction to classical music.	<u>Music technology and the art of Foley.</u>  Introduce the craft of sound effects and film music.	<u>Latin Drumming</u>  Continue developing our notation, ensemble and composition skills through Latin drumming.	<u>Popular song writing</u>  Explore the elements of song writing and compose a song of their chosen style	<u>Band Skills</u>  Aim to create a band with each player taking an instrumental role.
Student led song choices based on a repeated 4 chord sequence. Students have the opportunity to demonstrate proficiency in their chosen instrument and be able to demonstrate independent learning skills developing their song choices with their ensemble.	Continue to build on keyboard technical development through extended exercises building their performance skills.  Use their understanding of notation as an aide to learning a number of solo performance pieces.  Introduce the life and sounds of Beethoven.  Utilise the skills and knowledge developed to learn from a selection of Christmas music.	Use Logic Pro to create a 'sound effect story'  Alongside compositional development, explore new software skills editing audio and combining this with regular musical midi sounds.	Classroom workshopping on drumming techniques.  Explore the sounds and music of the Sambadrome and other Brazilian based percussion ensembles.  Create our own class or small band ensemble compositions.	Explore music of their choice through song analysis, aiming to develop an understanding of style, instrumentation, harmony and melody.  Use these features as an influence and guide to set a vision of how their song will sound and aim to create it using instruments and Logic Pro.	Students choose their own ensemble and ensure each role within a band is performed.  This is an opportunity to explore drums, guitar, bass and aim to perform a song of their own choice.