

Music Five Year Sequence

Subject/ time	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p style="text-align: center;">Unit 1: Stomp and Sing (Body Percussion and Voice Unit)</p> <p>In this unit, students encounter building blocks of music by beginning the year focusing on Rhythm and Voice. Students develop a strong sense of shared pulse and learn about how rhythm can build texture and structure by performing, creating and notating simple patterns. They develop vocal confidence as they sing music in unison and harmony.</p>		<p style="text-align: center;">Unit 2: Power of the Pentatonic (Keyboard unit)</p> <p>In this unit, students will explore the keyboard by using the pentatonic scale. Students will be developing skills in melody writing, improve their vocal technique, and acquire a solid keyboard playing technique. This will provide them with a strong foundation in keyboard technique which will be required in most future units.</p>		<p style="text-align: center;">Unit 3: Band Musicianship Skills 1 (Four Chord Songs)</p> <p>In this unit pupils will be introduced to the foundations of harmony and learn about different styles of accompaniment as they develop keyboard and guitar/ukulele skills as part of an ensemble. Students will learn what a chord is, how to play them and how to create a chord sequence. Working as an ensemble, students create a chord sequence of their own and perform it as a band.</p>	
Year 8	<p style="text-align: center;">Unit 4: West African Music (Voice and Djembe unit)</p> <p>In this unit, students build upon rhythm skills used in Unit 1 (year 7) by performing and composing music with increasingly complex rhythms, textures and structures influenced by West African traditions. They will secure basic djembe playing technique and drive forward their ability to improvise.</p>		<p style="text-align: center;">Unit 5: Beauty of Baroque (Keyboard unit)</p> <p>In this unit students build upon keyboard skills established in unit 2 (Year 7) by learning how to play Pachelbel's Canon in D. Pupils will explore the relationship between melody and harmony, develop their keyboard skills and their ability to perform an independent line within a contrapuntal texture.</p>		<p style="text-align: center;">Unit 6: Band Musicianship Skills 2 (The Blues)</p> <p>In this unit, students settle on an instrumental 'specialism' and drive forward their technical and ensemble skills playing as part of a band. Developing skills from Unit 3, through focusing on the 12-bar blues and walking bass, pupils extend their knowledge of harmony, learn to improvise phrases melodies, and improve their musical literacy as they work from different notations.</p>	
Year 9	<p style="text-align: center;">Unit 7: Electronic Dance Music (Music Technology unit)</p> <p>In this unit, pupils will learn to apply their knowledge of melody, rhythm and harmony to the world of Electronic Dance Music (EDM), understanding how to manipulate texture and exploit technology within a creative project. Students will be introduced to Digital Audio Workstations and will use industry level programmes such as Logic Pro X to create their own piece of EDM.</p>		<p style="text-align: center;">Unit 8: Film Music</p> <p>Students are introduced to the world of film music, through playing motifs for heroes, villains, love stories and thrillers. Creating a tense piece and a cartoon underscore, students learn how to work in both orchestral and less common sound worlds. They learn how to employ dissonance, how to work more flexibly with tempo and tonality and explore instrumental/vocal techniques to fully manipulate musical elements and reflect emotions and atmospheres.</p>		<p style="text-align: center;">Unit 9: Band Musicianship Skills (Songs for a Better World)</p> <p>In this unit Students combine their knowledge and skills accrued throughout their KS3 Music learning to successfully compose and perform an original song. Students will demonstrate knowledge of all musical elements and will showcase their 'specialist' instrumental skills in this final task of KS3.</p>	

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Year 10	<p>Bridging unit: Music Theory</p> <p>Students begin GCSE Music with a bridging unit, designed to 'level the playing field' and upskill our students as they move from KS3 to GCSE Music. Within the bridging unit, students build on their knowledge of music theory, looking at Time Signatures, Key Signatures, Chords and Scales.</p> <p>Students will begin foundational work towards their first piece of coursework: Free Composition. This includes creating ground bass, ostinatos and chord sequences.</p> <p>In peripatetic lessons, students will be working towards their Solo and Ensemble performances.</p>	<p>Set work: Music for a While</p> <p>Students study vocal music from the Baroque period, exploring musical traditions of the period including basso continuo and incidental music. Students use music vocabulary to analyse Music for a While by Henry Purcell.</p> <p>Students will continue work towards their first piece of coursework: Free Composition.</p> <p>In peripatetic lessons, students will be working towards their Solo and Ensemble performances.</p>	<p>Set work: Star Wars and Release</p> <p>Students start to study the underscore of the opening credits to Star Wars IV: A New Hope. Students use music vocabulary to analyse the piece of music, drawing upon their knowledge of Film Music from Year 9.</p> <p>Students then begin their analysis of Release by Afro Celt Sound System.</p> <p>Students explore the world of Fusions: combining different musical styles together in one song. Learning about music traditions of Celtic, West African and Electronic Dance Music, students will be able to evaluate the piece's success as a fusion.</p> <p>Students will continue work towards their first piece of coursework: Free Composition.</p> <p>In peripatetic lessons, students will be working towards their Solo and Ensemble performances.</p>	<p>Set works: Defying Gravity and Brandenburg</p> <p>Students start to study Defying Gravity, from the musical <i>Wicked</i>, looking into musical theatre styles and traditions. Students will analyse the piece using music vocabulary, and use this to compare it to a similar piece from a different show.</p> <p>Students then begin their analysis of Bach's Brandenburg Concerto No 5 in D major (III). Students will apply knowledge from Music for a While to explore this piece of Baroque instrumental music.</p> <p>Students will continue work towards their first piece of coursework: Free Composition.</p> <p>In peripatetic lessons, students will be working towards their Solo and Ensemble performances.</p>	<p>Set works: Beethoven</p> <p>Students begin their analysis of Beethoven's <i>Pathetique</i>. Students encounter music from the Romantic era and use music vocabulary to complete their analyses. Students revisit features of Instrumental Music as studied in Spring 2.</p> <p>Students will continue work towards their first piece of coursework: Free Composition.</p> <p>In peripatetic lessons, students will be working towards their Solo and Ensemble performances.</p>	<p>Set works: Killer Queen and Samba Em Preludio</p> <p>Students begin their analysis of Killer Queen by Queen, applying their knowledge of Vocal Music from their study of Music for a While in Autumn 2. Students then study their final Fusion piece, Samba Em Preludio. They will explore features of Afro-Brazilian Bossa Nova and Samba.</p> <p>Students will continue to work towards completing their first piece of coursework: Free Composition.</p> <p>In peripatetic lessons, students will be working towards their Solo and Ensemble performances.</p>
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Year 11	<p>The first three weeks of the half term is spent revising AOS Vocal Music (Revision of Music for a While and Killer Queen). Students will be reminded of key features and will practice exam-style questions for both pieces.</p> <p>The last three weeks of the half term is spent revising AOS Fusions (Revision of Release and Samba Em Preludio) Students will be reminded of key features and will practice exam-style questions for both pieces.</p> <p>In peripatetic lessons, students will be working towards their Solo and Ensemble performances.</p> <p>Students will begin foundational work towards their next piece of coursework: Set Brief Composition. This is where students choose from 4 briefs set by the</p>	<p>In the first three weeks of the half term is spent revising AOS Instrumental Music (Revision of Beethoven and Bach) Students will be reminded of key features and will practice exam-style questions for both pieces.</p> <p>The last three weeks of the half term is spent revising AOS Music for Stage and Screen (Revision of Star Wars and Defying Gravity) Students will be reminded of key features and will practice exam-style questions for both pieces.</p> <p>In peripatetic lessons, students will be working towards their Solo and Ensemble performances.</p> <p>Students continue to work towards their next piece of coursework: Set Brief Composition. This is where students choose from 4 briefs set by the exam board and compose a piece of music which fits the brief.</p>	<p>During this half term students will be practicing questions from each Area of Study, focusing on areas that require the most guidance. This may be musical dictation, unfamiliar music analysis or the 12 mark essay question.</p> <p>In peripatetic lessons, students will be working towards their Solo and Ensemble performances. Students will begin recording these during this term, ready for submission in Spring 2.</p> <p>Students continue to work towards their next piece of coursework: Set Brief Composition. This is where students choose from 4 briefs set by the exam board and compose a piece of music which fits the brief.</p>	<p>During this half term students will be practicing questions from each Area of Study, focusing on areas that require the most guidance. This may be musical dictation, unfamiliar music analysis or the 12-mark essay question.</p> <p>In peripatetic lessons, students will begin to record their Solo and Ensemble performances. These will be ready for submission at the end of the term.</p> <p>Students will refine, complete and submit both their Free Composition and their Set Brief.</p>	<p>After coursework submission, students will practice multiple mock papers, building their confidence in completing the exam. Lessons will be shaped for the cohorts' needs, focusing on certain areas of the component so students are best prepared for the exam.</p>	
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