



Topic Name	Term	Skills Developed	Link to NC Subject Content	Next link in curriculum	Other Notes
<b>Elements of music</b>	Autumn	<ul style="list-style-type: none"><li>• Understand meaning of terms</li><li>• Identify and discriminate between musical elements</li></ul>	<ul style="list-style-type: none"><li>• Identify and use the inter-related dimensions of music.....</li></ul>	<ul style="list-style-type: none"><li>• Year 8 – Tudor Music, Blues, Musical Theatre, Opera</li></ul>	
<b>Baseline Test</b>	Autumn	<ul style="list-style-type: none"><li>• Undertake a common assessment consisting of a variety of musical sounds and symbols</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>	
<b>School Song</b>	Autumn	<ul style="list-style-type: none"><li>• Learn context</li><li>• Perform a challenging melody with a wide range</li></ul>	<ul style="list-style-type: none"><li>• Develop a deeper understanding of the music they perform.....and its history</li></ul>	<ul style="list-style-type: none"><li>• Year 8 – Blues, Tudor Music, Musical theatre, Opera</li></ul>	
<b>The Orchestra</b>	Autumn	<ul style="list-style-type: none"><li>• Identify timbres of different sections</li><li>• Learn significance of balance of sound</li><li>• Understand role of conductor</li></ul>	<ul style="list-style-type: none"><li>• Listen with increasing discrimination.....to a wide range.....from great musicians</li></ul>	<ul style="list-style-type: none"><li>• Year 8 – Tudor instruments, Blues techniques</li></ul>	



<b>String Family</b>	Autumn	<ul style="list-style-type: none"><li>• Understand how the sound is produced</li><li>• Learn about different playing techniques</li></ul>	<ul style="list-style-type: none"><li>• As above</li></ul>	<ul style="list-style-type: none"><li>• Year 8 – Blues and Tudor music</li></ul>	
<b>Woodwind Family</b>	Autumn	<ul style="list-style-type: none"><li>• Learn to identify the different timbres of instruments in this family</li><li>• Understand how sound is produced in different ways</li></ul>	<ul style="list-style-type: none"><li>• As above</li></ul>	<ul style="list-style-type: none"><li>• Year 8 – Blues and Tudor music</li></ul>	
<b>Brass Family</b>	Autumn	<ul style="list-style-type: none"><li>• Appreciate historical context</li><li>• Learn about harmonic series and how sound is produced</li><li>• Development of valves and implications</li></ul>	<ul style="list-style-type: none"><li>• As above</li></ul>	<ul style="list-style-type: none"><li>• Year 8 – Blues and Tudor music</li></ul>	
<b>Percussion Family</b>		<ul style="list-style-type: none"><li>• Concept of tuned and untuned instruments</li><li>• Growth of modern percussion section and world music</li></ul>	<ul style="list-style-type: none"><li>• As above</li></ul>	<ul style="list-style-type: none"><li>• Year 8 – Blues and tudor music</li></ul>	
<b>Orchestra Listening Test</b>		<ul style="list-style-type: none"><li>• Common assessment using extracts of recorded music</li><li>• Ability to identify different timbres/instruments based on previous topics</li></ul>	<ul style="list-style-type: none"><li>• Listen with increasing discrimination to a wide range of music.....</li></ul>	<ul style="list-style-type: none"><li>• Year 8 – Blues, Tudor Music, Musical Theatre, Opera</li></ul>	



<b>Christmas Cantata</b>	Autumn	<ul style="list-style-type: none"> <li>Learn 1-3 seasonal songs for performance</li> <li>Sing in unison/harmony</li> <li>Perform in an ensemble</li> <li>Participate in a public performance</li> </ul>	<ul style="list-style-type: none"> <li>.....perform confidently in a range of solo and ensemble contexts using their voices.....with accuracy and expression</li> </ul>	<ul style="list-style-type: none"> <li>Year 8 – performing their Blues composition, Fanfare composition, song from a musical composition</li> </ul>	
<b>Rhythm/Note Values/Time Signatures</b>	Spring	<ul style="list-style-type: none"> <li>Understand duration</li> <li>Relate knowledge to musical symbols – rhythm tree</li> <li>Perform from simple notation</li> <li>Concept of pulse/beat</li> </ul>	<ul style="list-style-type: none"> <li>Use staff and other notations appropriately and accurately....</li> </ul>	<ul style="list-style-type: none"> <li>Year 8 – chords and triads, Blues</li> </ul>	
<b>Pitch</b>	Spring	<ul style="list-style-type: none"> <li>Understand the need for notation as a form of communication/language for musicians</li> <li>Concept of the stave and clefs</li> <li>Perform from simple notation</li> </ul>	<ul style="list-style-type: none"> <li>As above</li> </ul>	<ul style="list-style-type: none"> <li>As above</li> </ul>	
<b>Accidentals</b>	Spring	<ul style="list-style-type: none"> <li>Understand tones and semitones</li> <li>Concept of written symbols altering pitch</li> <li>Aural recognition of alteration of pitch</li> <li>Knowledge of musical terms <i>chromaticism</i> and <i>enharmonic</i></li> </ul>	<ul style="list-style-type: none"> <li>As above</li> </ul>	<ul style="list-style-type: none"> <li>As above</li> </ul>	



		<ul style="list-style-type: none"> <li>Relate visual symbols in notation to practical context (keyboard)</li> </ul>			
<b>Rests/Italian terms &amp; Signs</b>	Spring	<ul style="list-style-type: none"> <li>Aural awareness of sound and silence</li> <li>Knowledge of written symbols</li> <li>Understanding of expressive terms and signs</li> </ul>	<ul style="list-style-type: none"> <li>Play and perform confidently.....musically and with accuracy and expression</li> </ul>	<ul style="list-style-type: none"> <li>As above</li> </ul>	
<b>Performance: Catch a Falling Star</b>	Summer	<ul style="list-style-type: none"> <li>Perform in a round and in harmony</li> <li>Sustain an independent part</li> <li>Create an original performance within a group using voices and instruments</li> </ul>	<ul style="list-style-type: none"> <li>Play and perform confidently in a range of solo and ensemble contexts.....</li> </ul>	<ul style="list-style-type: none"> <li>As above</li> </ul>	
<b>Composition: Music of China</b>	Summer	<ul style="list-style-type: none"> <li>Identify new sounds and timbres</li> <li>Explore a different musical culture</li> <li>Understand the pentatonic scale</li> <li>Create a composition within a group</li> <li>Perform to an audience</li> </ul>	<ul style="list-style-type: none"> <li>Improvise and compose.....extend and develop musical ideas by drawing on a range of musical structures.....</li> <li>Identify.....different types of scales</li> </ul>	<ul style="list-style-type: none"> <li>Year 8 – Blues, Fanfare</li> </ul>	



<b>Music Examination</b>	Summer	<ul style="list-style-type: none"><li>• Identify sounds and features</li><li>• Retrieve knowledge and apply</li></ul>	<ul style="list-style-type: none"><li>• Develop a deepening understanding of music.....to which they listen</li></ul>	<ul style="list-style-type: none"><li>• Year 8 – Blues , Fanfare, Musical Theatre, Opera</li></ul>	
<b>Performance: Animals in Music</b>		<ul style="list-style-type: none"><li>• Identify instrumental effects aurally</li><li>• Develop an understanding of word setting</li><li>• Create a vocal piece within a group</li><li>• Perform</li></ul>	<ul style="list-style-type: none"><li>• Play and perform confidently.....</li><li>• Listen with increasing discrimination to a wide range of music from great composers.....</li><li>• Improvise and compose and develop musical ideas.....</li></ul>	<ul style="list-style-type: none"><li>• Year 8 – Blues, Fanfare, Musical Theatre, Opera, Cover Song</li></ul>	