



Topic Name	Term	Skills Developed	Link to NC Subject Content	Next link in curriculum	Other Notes
Chords	Autumn	<ul style="list-style-type: none"> • Construction of a triad • Using terms such as root, 3rd,5th and understanding their meaning • Identify and discriminate between major and minor chords aurally • Construction of major/minor triads • Understanding the term 'interval' • Retrieval of tone/semitone knowledge • Understanding primary chords • Adding an extra note to create an extended chord • Using this knowledge in a practical context 	<ul style="list-style-type: none"> • Use staff and other relevant notations..... appropriately and accurately 	<ul style="list-style-type: none"> • Year 9 – Minuet composition 	<ul style="list-style-type: none"> • Chords essential to composing in Year 10 – 11 also
Blues	Autumn	<ul style="list-style-type: none"> • Learning the historical context of this style • Recognition of 12 bar Blues chord pattern whilst listening to a variety of music using this pattern <ul style="list-style-type: none"> • Ability to play this pattern on keyboard/guitar 	<ul style="list-style-type: none"> • Develop a deepening understanding of the musicand its history • Play and perform confidently..... 	<ul style="list-style-type: none"> • Year 9 – AOS Vocal music 	



		<ul style="list-style-type: none"> Understanding how pitches are altered in a Blues scale Using this scale to improvise a melody 			
Paired 12 Bar Blues Composition	Autumn	<ul style="list-style-type: none"> Using the above knowledge to create a Blues piece Understanding lyrics pattern Applying knowledge in a practical context Develop confidence in performing 	<ul style="list-style-type: none"> Improvise and compose.....develop musical ideas.....use.....different types of scales 	<ul style="list-style-type: none"> Year 9 - AOS Vocal music 	
Tudor Music: Greensleeves	Autumn	<ul style="list-style-type: none"> Learning about early instruments, sounds and styles Using the term 'strophic' Practical use of notation through performance Using a minor key and embedding knowledge of accidentals Developing performance skills 	<ul style="list-style-type: none"> Listen with increasing discrimination to a wide range of music from great composers/musicians Play and perform confidently.....usedifferent types of scales 	<ul style="list-style-type: none"> Year 9 - precursor to the Baroque period 	
Musical Theatre	Spring	<ul style="list-style-type: none"> Appreciating different styles from different eras of the musical Researching context Recognising effects and how they are achieved 	<ul style="list-style-type: none"> Improvise and compose; and extend and develop musical ideas..... Play and perform confidently in a range of solo and ensemble contexts using their voice....playing instruments with accuracy and expression 	<ul style="list-style-type: none"> Year 9 – AOS Music for Stage and Screen, composition 	



		<ul style="list-style-type: none"> • Creating a song within a small group • Sharing ideas • Using chord knowledge to create a simple accompaniment • Performing together 			
Composition: Tudor Fanfare	Spring	<ul style="list-style-type: none"> • Understanding 'fanfare' and its historical context/function • Identifying modern examples and usage • Listening to characteristics and identifying aurally • Using a model to create a Fanfare composition • Using an <i>ostinato</i> or <i>ground bass</i> • Composing a melody • Developing performance • Using notation knowledge if appropriate 	<ul style="list-style-type: none"> • Improvise and compose.....by drawing on a range of musical structures, styles ...and traditions • Use staff notation..... 	<ul style="list-style-type: none"> • Year 9 – scoring a composition, preparation for set work using a ground bass 	
Performance: Canon - Pachelbel	Spring	<ul style="list-style-type: none"> • Develop historical knowledge of the Baroque era • Identify the ground bass in the music • Ability to use notation to perform a simplified version within a small group 	<ul style="list-style-type: none"> • Play and perform confidently..... • Use staff....notation.....in a range of musical styles..... 	<ul style="list-style-type: none"> • As above 	



		<ul style="list-style-type: none"> • Use a variety of instruments • Work together 			
Notation and Context Retrieval	Summer	<ul style="list-style-type: none"> • Draw on previous knowledge from topics • Identify characteristics aurally • Apply knowledge in a formal examination 	<ul style="list-style-type: none"> • Use staff and other relevant notations..... • Identify.....use of tonalities, different types of scales... • Develop a deeper understanding of the music which they perform,....listen, and its history • Listen with increasing discrimination to a wide range of music..... 	<ul style="list-style-type: none"> • Year 9 – all AOS and composition 	
Performance: Cover Song	Summer	<ul style="list-style-type: none"> • Group choice – discuss • Ability to source own materials • Enable participation in a mixed musical ability group • Rehearse effectively • Appreciate balance within ensemble • Perform confidently 	<ul style="list-style-type: none"> • Play and perform confidently.....using their voice, playing instruments fluently, and with accuracy and expression 	<ul style="list-style-type: none"> • Year 9 – all performance activities 	