



Topic name	Term	Skills developed	Link to NC subject content	Prior learning	Assessment	Next link in curriculum
Elements of music	Autumn	<ul style="list-style-type: none"> Understand meaning of terms Identify and discriminate between musical elements e.g. <i>dynamics, melody, harmony, texture etc</i> 	Identify and use the inter-related dimensions of music	Any information from KS2 or instrumental tuition	Listening questions Verbal NNK of definitions	Year 8 – Tudor Music, Blues, Musical Theatre, Opera
Baseline Test	Autumn	<ul style="list-style-type: none"> Undertake a common assessment consisting of a variety of musical sounds and symbols 	Identify and use the inter-related dimensions of music	Any information from KS2 or instrumental lessons Knowledge of musical elements from previous lessons	Marked and recorded	
School Song	Autumn	<ul style="list-style-type: none"> Learn context Perform a challenging melody with a wide range e.g. over an octave 	Develop a deeper understanding of the music they perform and its history	KS2 singing experience	Verbal/WB on vocal techniques Staff assess quality	Year 8 – Blues, Tudor Music, Musical theatre, Opera
The Orchestra	Autumn	<ul style="list-style-type: none"> Identify timbres of different sections (string/wind/brass/percussion} Learn significance of balance of sound Understand role of conductor 	Listen with increasing discrimination to a wide range of music from great musicians	KS2 knowledge/background knowledge Use musical elements – especially timbre	Listening questions per topic Formal listening test	Year 8 – Tudor instruments, Blues techniques
String Family	Autumn	<ul style="list-style-type: none"> Understand how the sound is produced e.g. <i>bowed/plucked</i> Learn about different playing techniques e.g. <i>vibrato, double stopping</i> 	Listen with increasing discrimination to a wide range of music from great musicians	Knowledge from KS2 and/or instrumental tuition/concert experiences	As above	Year 8 – Blues and Tudor music
Woodwind Family	Autumn	<ul style="list-style-type: none"> Learn to identify the different timbres of instruments in this family e.g no reed, single reed, double reed Understand how sound is produced in different ways c.f. the above 	Listen with increasing discrimination to a wide range of music from great musicians	Knowledge from KS2 and/or instrumental lessons/concert experiences	As above	Year 8 – Blues and Tudor music



Brass Family	Autumn	<ul style="list-style-type: none"> Appreciate historical context – natural instruments with no valves Learn about harmonic series and how sound is produced e.g. why early brass melodies use triadic notes or a very high tessitura Development of valves and implications – no limitations on notes 	Listen with increasing discrimination to a wide range of music from great musicians	Knowledge from KS2 and/or instrumental lessons/concert experiences	As above	Year 8 – Blues and Tudor music
Percussion Family	Autumn	<ul style="list-style-type: none"> Concept of tuned and untuned instruments Growth of modern percussion section and world music 	Develop a deeper understanding of the music they perform and its history	Use of elements: melody and rhythm	As above	Year 8 – Blues and Tudor music
Christmas Cantata	Autumn	<ul style="list-style-type: none"> Learn 1-3 seasonal songs for performance Sing in unison/harmony Perform in an ensemble Participate in a public performance 	Perform confidently in a range of solo and ensemble contexts using their voices with accuracy and expression	KS2 singing/performance experiences Vocal techniques from School Song and other singing in previous lessons	Retrieval of vocal techniques Success of performance	Year 8 – performing their Blues composition, Fanfare composition, song from a musical composition
Rhythm/Note Values/Time Signatures/World Music	Spring	<ul style="list-style-type: none"> Understand duration (length of sound) Relate knowledge to musical symbols – rhythm tree Perform from simple notation Concept of pulse/beat 	Use staff and other notations appropriately and accurately.	Using the element rhythm from previous lessons	Verbal questioning Short written exercises Repetition to embed WB	Year 8 – chords and triads, Blues
Pitch/World Music	Spring	<ul style="list-style-type: none"> Understand the need for notation as a form of communication/language for musicians Concept of the stave and clefs Perform from simple notation 	Use staff and other notations appropriately and accurately.	Using the element pitch/melody from previous lessons	Short written exercises WB	Year 8 – chords and triads, Blues
Accidentals	Spring	<ul style="list-style-type: none"> Understand tones and semitones Concept of written symbols altering pitch 	Use staff and other notations appropriately and accurately.	Using the element pitch from previous lessons	Short written exercises WB	Year 8 – chords and triads, Blues



		<ul style="list-style-type: none"> Aural recognition of alteration of pitch Knowledge of musical terms <i>chromaticism</i> and <i>enharmonic</i> Relate visual symbols in notation to practical context (keyboard) 		Using note values and the stave		
Rests/Italian terms & Signs	Spring	<ul style="list-style-type: none"> Aural awareness of sound and silence Knowledge of written symbols Understanding of expressive terms and signs 	Play and perform confidently, musically and with accuracy and expression.	Using notation – both pitch and rhythm	Short written exercises WB Formal written test on all notation	Year 8 – chords and triads, Blues
Keyboard Skills	Summer	<ul style="list-style-type: none"> Perform a melody with accompaniment from notation Sustain an independent part 	Play and perform confidently in a range of solo and ensemble contexts.	Use pitch/notation knowledge	Regular short informal assistance Formal written assessment by staff	Year 8 – chords and triads, Blues
Music Examination	Summer	<ul style="list-style-type: none"> Identify sounds and features Retrieve knowledge and apply 	Develop a deepening understanding of music to which they listen.	Use all knowledge of elements, notation and context from Year 7	Formal examination marked by staff on all topics from Year 7 – listening questions and knowledge retrieval	Year 8 – Blues , Fanfare, Musical Theatre, Opera
Composition/Performance: Animals in Music/Visual Stimulus	Summer	<ul style="list-style-type: none"> Identify instrumental effects/characteristics aurally Develop an understanding of word setting Create a vocal/instrumental piece within a group Perform in harmony Sustain an independent part Create an original performance within a group using voices and instruments 	<p>Play and perform confidently.</p> <p>Listen with increasing discrimination to a wide range of music from great composers.</p> <p>Improvise and compose and develop musical ideas.</p>	<p>Use all elements</p> <p>Use vocal techniques if appropriate</p> <p>Use keyboard skills</p>	Peer assessment	Year 8 – Blues, Fanfare, Musical Theatre, Opera, Cover Song