



Topic name	Term	Skills developed	Link to NC subject content	Prior learning	Assessment	Next link in curriculum
<b>Chords</b>	Autumn	<ul style="list-style-type: none"> <li>Construction of a triad</li> <li>Using terms such as root, 3<sup>rd</sup>,5<sup>th</sup> and understanding their meaning</li> <li>Identify and discriminate between major and minor chords aurally</li> <li>Construction of major/minor triads</li> <li>Understanding the term 'interval'</li> <li>Retrieval of tone/semitone knowledge</li> <li>Understanding primary chords</li> <li>Adding an extra note to create an extended chord</li> <li>Using this knowledge in a practical context</li> </ul>	Use staff and other relevant notations appropriately and accurately	From Year 7: Notation skills Tone and semitone 'Chord'	WB Written exercises Verbal questioning Visual assessment of use of chords on keyboard NNK	Year 9 – Minuet composition  Chords essential to composing in Year 10 – 11 also
<b>Blues</b>	Autumn	<ul style="list-style-type: none"> <li>Learning the historical context of this style</li> <li>Recognition of 12 bar Blues chord pattern whilst</li> <li>listening to a variety of music using this pattern</li> <li>Ability to play this pattern on keyboard/guitar</li> <li>Understanding how pitches are altered in a Blues scale</li> <li>Using this scale to improvise a melody</li> </ul>	Develop a deepening understanding of the music and its history  Play and perform confidently.	From Year 7: Notation skills Accidentals Semitone  Keyboard/performance skills	Informal regular assessment of correct pattern by staff Use of blue notes in melody Use of other given patterns Formal written test of knowledge	Year 9 – AOS Vocal music
<b>Paired 12 Bar Blues Composition</b>	Autumn	<ul style="list-style-type: none"> <li>Using the above knowledge to create a Blues piece</li> <li>Understanding lyrics pattern</li> <li>Applying knowledge in a practical context</li> <li>Develop confidence in performing</li> </ul>	Improvise and compose, develop musical ideas.  Use different types of scales	From Year 7: Rhythm Pitch Vocal techniques	Formal written assessment by staff	Year 9 - AOS Vocal music
<b>MTTA Part 2: Tudor Music</b>	Autumn	<ul style="list-style-type: none"> <li>Learning about early instruments, sounds and styles</li> <li>Studying the development of independent music for instruments e.g. dance music</li> </ul>	Listen with increasing discrimination to a wide range of music from great composers/musicians	From Year 7: Discriminating between elements Instruments in the Modern Symphony Orchestra	Listening questions	Year 8 - precursor to the Baroque period



			<p>Play and perform confidently.</p> <p>Use different types of scales</p>	Time Signatures		
<b>MTTA Part 2 cont</b>	Spring	<ul style="list-style-type: none"> <li>Using the term 'strophic'</li> <li>Practical use of notation through performance</li> <li>Using a minor key and embedding knowledge of accidentals</li> <li>Developing performance skills</li> </ul>	<p>Listen with increasing discrimination to a wide range of music from great composers/musicians</p> <p>Play and perform confidently.</p> <p>Use different types of scales</p>	<p>From year 7: Notation skills Keyboard skills Accidentals Major/minor</p>	<p>Formal assessment by staff of performance Listening test</p>	<p>Year 8 - precursor to the Baroque period</p> <p>Year 9 preparation for the Classical and Romantic eras</p>
<b>Musical Theatre</b>	Spring	<ul style="list-style-type: none"> <li>Appreciating different styles from different eras of the musical</li> <li>Researching context</li> <li>Recognising effects and how they are achieved</li> <li>Creating a song within a small group</li> <li>Sharing ideas</li> <li>Using chord knowledge to create a simple accompaniment</li> <li>Performing together</li> </ul>	<p>Improvise and compose; and extend and develop musical ideas</p> <p>Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments with accuracy and expression</p>	<p>From year 7: Discriminating between elements Notation Vocal techniques</p> <p>From Year 8: Chord construction Performance skills</p>	<p>Formal individual assessment by staff Written test on NNK</p>	<p>Year 9: Music through the ages, composition</p>
<b>: Film Music</b>	Spring	<ul style="list-style-type: none"> <li>Understanding 'music for film and its context/function</li> <li>Identifying examples</li> <li>Listening to characteristics and identifying effects aurally</li> <li>Using sounds and effects to create incidental music to a short clip</li> <li>Composing a melodic themes</li> <li>Developing performance</li> <li>Using notation knowledge if appropriate</li> </ul>	<p>Improvise and compose by drawing on a range of musical structures, styles and traditions</p> <p>Use staff notation.</p>	<p>From Year 7: Discriminating between elements aurally Keyboard skills Melody Notation</p>	<p>Peer assessment Written feedback from staff</p>	<p>Year 9 – scoring a composition,</p> <p>GCSE – Music for Stage and Screen</p>



<p><b>Notation and Context Retrieval</b></p>	<p>Summer</p>	<ul style="list-style-type: none"> <li>• Draw on previous knowledge from topics</li> <li>• Identify characteristics aurally</li> <li>• Apply knowledge in a formal examination</li> </ul>	<p>Use staff and other relevant notations.</p> <p>Identify use of tonalities, different types of scales.</p> <p>Develop a deeper understanding of the music which they perform, listen, and its history</p> <p>Listen with increasing discrimination to a wide range of music.</p>	<p>From Year 7: All notation Aural discrimination of elements Instruments of the orchestra</p> <p>From year 8: Chords Blues Tudor music Baroque music Film music Musical Theatre</p>	<p>Formal examination marked by staff</p>	<p>Year 9 – musical context/history and composition</p>
<p><b>Performance: Cover Song</b></p>	<p>Summer</p>	<ul style="list-style-type: none"> <li>• Group choice – discuss</li> <li>• Ability to source own materials</li> <li>• Enable participation in a mixed musical ability group</li> <li>• Rehearse effectively</li> <li>• Appreciate balance within ensemble</li> <li>• Perform confidently</li> </ul>	<p>Play and perform confidently using their voice, playing instruments fluently, and with accuracy and expression</p>	<p>From Year 7: Vocal techniques Interpreting notation in performance</p> <p>From Year 8: Chords Ensemble techniques</p>	<p>Peer assessment Feedback from staff</p>	<p>Year 9 – all performance activities</p>