

<b>End Game</b>		Students should develop the following skills: - An ability to play their chosen instrument to a standard equivalent to Grade 3 or higher. - A degree of competence (i.e. the ability to play a melody and chords together) on keyboards (if this is not their principal instrument). - An ability to create and develop their own musical ideas to fit a given brief. They will also have an ability to notate these ideas in a way relevant to the style the music is in (e.g. staff notation if the music is "classically based" or a chord sheet if it is more jazz-based etc. - An ability to identify the musical elements in music (both familiar and unfamiliar) that they hear and be able to compare and contrast pieces of music using these elements.					
		1	2	3	4	5	6
Year 7	Fertile Question	<b>What is Music?</b>	<b>Why Do We Hear The Same Christmas Songs Every Year?</b>	<b>How Can I Write Musical Ideas Down?</b>	<b>How Can I Play A Piano Piece With Two Parts?</b>	<b>Is Music The Same In Every Country?</b>	
	Content	The 6 Elements of Music (Pitch, Rhythm, Dynamics, Texture, Timbre, Tempo)	Students learn about Rondo Form, how to compose a melody and how to add a simple accompaniment. Students learn to follow graphic score.	Students learn how to write down simple rhythms. Students also learn how to compose using them. Students learn how to create moods using music.	Students learn how to play the piece "Joshua Fought The Battle Of Jericho" on keyboards.	Students learn about Indonesian Gamelan music, how to play it and what role it plays in Indonesian culture.	
	Concepts	Students will know what each of the elements are and will know how contrasts can be created in pieces of music.	Students will learn how to compose and notate melodic ideas and will learn how to use conjunct movement and repetition to create catchy melodies.	Students learn how to use crotchets, quavers, minims, semiquavers and semibreves	Students learn the D minor scale (and what scales are) and a melody line.	Students learn how the music is cyclical. Students learn how the parts relate to each other and the rules governing this.	
	Knowledge/Skills	Students will be able to compose a piece of music to represent the sea that uses contrasts in all 6 musical elements.	Students compose and perform their own Christmas themed song in groups.	Students will be able to compose a piece to fit a given mood/stimulus.	Students learn both parts individually, then put the two together in a pair, and then put the two together by themselves.	Students learn to play the traditional piece "Lancaran Cobowo" and then compose their own pieces in the same style and structure.	
Year 8	Fertile Question	<b>Why Is The "Go Compare" Advert So Memorable?</b>	<b>Why Do Lots Of Songs Use The Same Chords?</b>	<b>How Can You Communicate Using Drums?</b>	<b>Were The Beatles The Best Band Ever?</b>	<b>How Can I Make My Own Cover Version Of A Song I Like?</b>	
	Content	Students learn about how music is used within the visual media.	Students learn about Pachelbel's Canon and how the chords have been used by musicians over the centuries.	Students learn about African Drumming music, and it's role within African culture.	Students learn about Ternary Form and how contrasts between the sections are created. They also learn about The Beatles	Students learn how to perform a song of their own choice. Students develop the skill of Transcription. Students learn how to make changes to the song in order to put their own stamp on it.	
	Concepts	Students learn what jingles are and the characteristics of good ones.	Students learn about the chord sequence, and learn about the relationships between chords.	Students learn about Call And Response and polyrhythmic textures.	Students learn how various composers have utilised ternary form (main two examples studied are Tchaikovsky and The Beatles).	Students learn how to transcribe the melody of their chosen song. They then learn how to put the chords to it.	
	Knowledge/Skills	Students come up with their own products, script and advert for it and compose and perform their own jingle to go with their slogan.	Students learn to play Pachelbel's Canon and then learn how to compose their own melodic lines to go on top of it.	Students learn how to perform a whole class drumming piece and then compose their own in a similar structure and style.	Students look at Tchaikovsky's "Dance Of The Reed Pipes" and learn how to perform The Beatles song "Yesterday" on keyboards.	Students develop performance, transcription and ensemble skills – they start off playing their songs in pairs and then move on to putting the two parts together by themselves once they can do this.	
Year 9	Fertile Question	<b>How Many Guitar Songs Can I Play With Three Chords?</b>	<b>How Can People That Have Never Seen "Eastenders" Sing The Theme Tune To It?</b>	<b>Could I Ever Win An Oscar?</b>	<b>Are Rappers Musical Poets?</b>	<b>What Is "Jazz"?</b>	<b>Why Is Bob Marley One Of The Most Famous Musicians Ever?</b>
	Content	Students learn how to play three chords on a guitar and how to put these into a song.	Continuation from topic 2 of this year. Students develop their knowledge of how music is used within visual media.	Students look at how soundtracks are created.	Students look at the key features of Hip Hop and Rap music.	Students learn about the origins of jazz and blues music. Students learn about the blue notes and the 12 Bar Blues chord sequence.	Students look at the key features of reggae music.
	Concepts	Students learn how to play the chords of A major, D major and E major.	Students learn why TV shows have theme tunes, and what the features of good ones are.	Students will be given a silent film (30 seconds) and will learn how to compose their own music to fit with it.	Students learn about the use of ostinati in this style of music, the role of repetition it it, and how bass lines are key to this style.	Students learn about improvisation and how to include this in their work.	Students learn about the simple chord progressions and melodies as well as the slave trade that inspires a lot of the lyrics. .
	Knowledge	Students put these chords together into a performance of "Chasing Cars" by Snow Patrol.	Students learn how to perform the theme tune to "Eastenders" on keyboards.	Students will compose, perform and produce their own soundtracks on keyboards and/or computers. .	Students learn how to perform "Gangsta's Paradise" on keyboards.	Students learn to play the 12 Bar Blues chord sequence, the walking bass line that fits with it and the "Jackass Blues" melody to go on top. They then learn how to improvise their own melodies to go on top.	Students learn how to perform "One Love" on keyboards.