

Sackville School Music Curriculum - Year 7



TERM	WHAT? (Is delivered?)	WHY? (Is this important?)	WHY NOW? (Why is this taught now?)	IMPACT? (What is the impact at the end of this half term?)	ASSESSMENT
Aut 1	Get Into Music	<ul style="list-style-type: none"> Class ensemble skills (singing/percussion) Reading Music (rhythm) Baseline Listening Assessment 	<ul style="list-style-type: none"> Rhythm values Ensemble performance (class) 	<ul style="list-style-type: none"> Opportunity for students to perform pieces they know (optional) Promote instrumental learning 	<p>Singing (Throw/Catch, Class Rounds)</p> <p>Class rhythm activities</p> <p>Bring a piece from home</p>
Aut 2	Folk Music - introduction to rhythm notation, origins of folk music and ensemble music making (ukulele)	<ul style="list-style-type: none"> Introduces students to one of the fundamentals of music through simple rhythms and notation Introduced students to ensemble music making through class singing and ukulele playing Encourages students to start thinking about music's cultural context and how it affects its sound and performance 	<ul style="list-style-type: none"> Encourages ensemble music skills through a genre which encourages participation Begins to introduce fundamentals of music through rhythmic notation 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Be able to explain the meaning of the term 'folk' music - with a particular focus on sea shanties - demonstrating an understanding of the social and historical origins and why this is integral to the music and its performance Be able to find and move between simple ukulele chords with accuracy and fluency in time with a sea shanty Be able to sing confidently and accurately in time with a small group, demonstrating an awareness of the nature of performance Be able to apply simple rhythm and rhythmic notation to musical performance and identify crotchets, minims and quavers. 	<p>Group performance of 'Drunken Sailor' with singing and ukulele</p>

Spr 1	Keyboard Skills 1 - Spirituals	<ul style="list-style-type: none"> Students prepare and complete their first solo performance in music - gaining musical confidence and an understanding of musicality. Students build on their understanding of folk music by looking at similar styles from different cultures Students gain an understanding of how the keyboard is laid out and how to play effectively and musically 	<ul style="list-style-type: none"> Keyboard skills are a vital part of understanding music and offer an excellent route to gaining performance skills Students begin their keyboard development with a simple '5 finger' melody that allows them to focus on musical playing 	<ul style="list-style-type: none"> Be able to locate white notes on the piano effectively Be able to use the 5 finger hand position effectively in order to create legato playing, as well as explaining why this approach is effective. Be able to perform a simple melody using 5 fingers, demonstrating accurate rhythm and pitch, and using practice techniques to ensure fluency. 	Solo performance of 'Oh When the Saints'
Spr 2	Variations	<ul style="list-style-type: none"> Students explore the fundamentals of how melodies are constructed, through both structure and use of pitch. Students learn how to write successful melodies using conventional structural ideas Students explore how variation can be used to develop existing musical material 	<ul style="list-style-type: none"> Students develop their composition skills based on the knowledge of melodic structure they have acquired in previous units Students begin to develop skills in both composition and music technology 	<ul style="list-style-type: none"> Be able to explain the importance of repetition and structure in successful melodic writing, and demonstrate this through improvisation and composition. Be able to use music technology to demonstrate how musical elements can be used to create variation of a basic melody Be able to show an understanding of pitch and notation to successfully perform and dictate melodic ideas 	Melody and accompaniment composition Melodic variation composition
Sum 1	Baroque	<ul style="list-style-type: none"> Students develop their keyboard skills as they look at a more challenging piece Students learn how to read treble clef notation Students explore melodic structure as they learn a well known keyboard melody Students begin to think about texture by understanding the difference between melody 	<ul style="list-style-type: none"> Builds on the keyboard skills developed in first unit Builds on understanding of rhythmic notation by adding pitch notation Prepares students for understanding of melodic structure in preparation for composing in melody 2 	<ul style="list-style-type: none"> Be able to perform a keyboard melody with a range wider than 5 notes accurately, demonstrating an understanding of musicality and fluency Be able to explain and demonstrate the method of reading notes on the treble clef Be able to explain the 	Solo keyboard performance (tbc)

		<ul style="list-style-type: none"> and accompaniment Students continue to develop their ensemble music skills through class singing 		<p>difference between melody and accompaniment and demonstrate the ability to play with 2 hands at the piano.</p>	
Sum 2	Rhythm - Rap and Beat	<ul style="list-style-type: none"> Students develop their understanding of rhythm and its importance in music Students build on knowledge of rhythmic notation as well as exploring music based on more complicated rhythmic ideas Students explore music from different musical traditions 	<ul style="list-style-type: none"> Develop students understanding of rhythm Introduce them to concept of composing and using music technology. 	<ul style="list-style-type: none"> Be able to explain the difference between rhythm and pulse Be able to perform and compose rhythmic ostinatos in duple and triple time Develop understanding of note values and rhythmic notation Be able to compose rhythm based music using grid notation 	Garageband rhythm composition

Year 8

TERM	WHAT? (Is delivered?)	WHY? (Is this important?)	WHY NOW? (Why is this taught now?)	IMPACT? (What is the impact at the end of this half term?)	ASSESSMENT
Aut 1	Chords and Harmony	<ul style="list-style-type: none"> Gives students an understanding of the vital role harmony plays in music and the patterns and conventions that underpin much of the music they listen to Develops students' performance and compositional skills as they use chords to play and write music in the popular and classical style. 	<ul style="list-style-type: none"> Builds on exploration of melody and texture that students finished in y7 Allows an opportunity for students to perform with an element of creative freedom Sets up concepts of harmony and tonality that will be explored in other y8 units 	<ul style="list-style-type: none"> Be able to explain and identify primary and secondary chords, and use these basic chords to write and perform simple chord sequences Be able to perform music in the popular style using lead sheets Be able to create stylistic accompaniment with chord sequences 	Performance/arrangement of 'Shotgun' accompaniment with vocal backing track
Aut 2	Programme Music 1	<ul style="list-style-type: none"> Students develop their keyboard skills and understanding of musicality by learning a more advanced keyboard piece Students explore more challenging musical material including chromatic notes. Students begin to explore how musical elements can be used to help music 'tell a story' 	<ul style="list-style-type: none"> Builds on keyboard skills and understanding of music theory (eg reading notation) acquired in y7 whilst adding new elements such as black notes and considerations such as tempo, dynamics and articulation Allows students to explore a piece of Western Classical music in detail 	<ul style="list-style-type: none"> Be able to perform a more advanced keyboard melody demonstrating an understanding of rhythm, dynamics, tempo and articulation. Be able to find accidentals and play fluently using 12 tones at the keyboard Be able to explain the difference between melody and accompaniment and demonstrate the ability to play with 2 hands at the piano. 	Solo performance of 'In the Hall of the Mountain King'
Spr 1	Programme Music 2	<ul style="list-style-type: none"> Students expand their musical language and ability to describe music as they explain how music suits a certain mood Students learn about scales 	<ul style="list-style-type: none"> Builds on concept of major and minor, expanding from harmony to scales and melody Gives students a more challenging composition model to work on, having 	<ul style="list-style-type: none"> Be able to explain how composers use a range of musical elements to successfully portray a certain mood. Be able to explain and 	Garageband composition

		<p>and build on knowledge of chords and they explore tonality in more detail</p> <ul style="list-style-type: none"> Students develop composition skills through a more extended piece with contrasting sections 	<p>started with melodic ideas in y7</p> <ul style="list-style-type: none"> Encourages students to explore music from Western classical tradition 	<p>demonstrate the difference between major and minor tonalities.</p> <ul style="list-style-type: none"> Be able to compose demonstrating an understanding of how tonality and texture can be used to create successful programmatic pieces. 	
Spr 2	Blues Improvisation	<ul style="list-style-type: none"> Students develop instrumental and ensemble skills Students explore music from different backgrounds and key features that have influences its creation and development Students use their knowledge of scales to develop improvisation skills 	<ul style="list-style-type: none"> Gives students a new challenge as they explore improvisation and how it can be used in music creation and performance Allows students to develop ensemble skills, having completed a solo performance earlier in the year 	<ul style="list-style-type: none"> Be able to improvise on the blues scale, demonstrating an understanding of how to use a scale to improvise accurately and showing an awareness of stylistic rhythm Be able to play blues style melody and accompaniments and explain the difference in these textural layers Be able to explain the cultural and musical origins and impact of blues music 	Group blues performance
Sum 1	World Rhythm	<ul style="list-style-type: none"> Students explore similarities and differences in music from a range of cultures and traditions. Students learn a range of more complex features used to create exciting rhythm based music Students develop performance and ensemble skills 	<ul style="list-style-type: none"> Introduces more challenging musical creation and performance skills Encourages students to think about music with which they are less familiar 	<ul style="list-style-type: none"> Be able to explain how the context of music in different cultures affects its features and performance Be able to explain and demonstrate more complex rhythmic features including syncopation and triplets Be able to perform and compose music in a range of different styles and performance contexts 	Group rhythmic performance and rhythmic notation skills and recognition assessed

Year 9

TERM	WHAT? (Is delivered?)	WHY? (Is this important?)	WHY NOW? (Why is this taught now?)	IMPACT? (What is the impact at the end of this half term?)	ASSESSMENT
Term 1	Songwriting	<ul style="list-style-type: none"> This unit allows students to understand the stylistic and musical conventions of classic 'pop' music through performing, listening and composing. Students will engage through listening and analysis to a range of popular music, discussing and exploring the 'ingredients' that composers have used over time to create a familiar 'pop' sound and style. As they explore and create songs, students will gain or build on their understanding of key musical features, such as the use of primary harmony, verse/chorus structure, melody and accompaniment texture, and the conventions of successful melody writing. 	<ul style="list-style-type: none"> Uses a range of musical elements and skills students have acquired in y7 and 8 to write a more extended composition 	<ul style="list-style-type: none"> Be able to explain musical conventions that have commonly been employed in the creation of pop music Be able to perform examples of pop music in both group and solo contexts and explain how composers have used these musical conventions Be able to compose simple songs in the pop style using appropriate harmony, melody, structure and texture 	Song Composition
Term 2	Film Music	<ul style="list-style-type: none"> Through the three disciplines of performing, composing and listening, students will explore the role of film music and how it contributes to the overall effect of a film - whilst also considering and analysing music's wider ability to reflect or enhance mood and emotion. 	<ul style="list-style-type: none"> Uses performance, notation and composition skills built in Years 7 and 8 to explore this genre. 	<ul style="list-style-type: none"> Be able to explain how music can and has successfully enhanced the effect of films Be able to accurately perform and sequence a famous film music example Be able to use appropriate musical devices to compose effective film music 	Film Composition

		<ul style="list-style-type: none"> Students will discuss and analyse the different roles music plays within films, as well as the compositional techniques such as ostinato and leitmotif that composers have used to write famous soundtracks. They will develop their analytical abilities as they listen to, engage with and discuss a range of film music examples. 			
Term 3	Remix (Canon remix/band remix)	<ul style="list-style-type: none"> Students will complete a listening focus based on the texture and dynamics of a piece and the effect of these for the listener. They will build on this to use in their own compositions. Students will develop their skills of describing music and its different elements then analysing what can be used in their own arrangements. 	<ul style="list-style-type: none"> Solo arrangement/group performance of Blinding Lights Performance/Arrangement of James Bond theme Composing/arranging Pachelbel's Canon Knowledge 1 - Musical elements Knowledge 2 - Analysing music 	<p>Melodic and Rhythmic Dictation</p> <p>Describing musical elements (dynamics, tempo, tonality)</p> <p>Recap key listening skills from years 7-8 in preparation for KS4 study</p>	Composition of arrangements.