

**Year 7 Overall intent**

The intent of the Year 7 Music Curriculum is to provide students primarily with as much exposure to practical music making as possible, on a wide range of instruments. This is an experience which many of them will not have had at Primary School. The key musical concepts of Listening, Performing and Composing are woven into all 6 schemes of work. Within each scheme the students are taught about the 11 key elements of music, how to recognise them and how to apply them to practical music performance.

**Key prior knowledge and skills**

Most students will arrive with no prior music experience or skill. Some students will have had exposure at Primary school to Ukulele, African Drums, Glockenspiels or Boom whackers / hand percussion. A handful of students will be receiving one on one tuition on an instrument of their choosing. One or two may have been having this for up to 6 years prior in extreme cases. Getting to know the students via means of an online questionnaire is therefore vital in establishing what differentiation may be needed.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Focus	Musical Elements and Keyboard Skills		Ukulele	Instruments of the Orchestra	Composing	The Voice / Singing
<b>Summary of key knowledge &amp; skills</b>	Students learn the meaning and associated terminology for the 11 main musical elements through practical exploration: Instrumentation / Rhythm / Melody / Harmony / Dynamics / Duration / Timbre / Texture / Tempo / Structure / Pitch /  Students learn correct piano technique and fingering. They learn how to interpret basic musical notation on treble and bass clef, and how to read basic note duration. They then learn Ode to Joy and Oh When the Saints, working through 4 differentiated versions.		Students learn the anatomy of the Ukulele, a brief history of the instrument's origins, plus how to play a variety of chords and popular pop songs. They will learn strumming techniques and rhythms, plus some basic melodic parts.	Students learn the 4 orchestral instrumental families and all instrument timbres within these. They will learn the layout of the orchestra and most importantly, the sound of each instrument. They then learn famous orchestral pieces on the keyboard, using different timbres.	Students have creative freedom to write a piece of music that can demonstrate effective use of Harmony and Melody. They can work on piano, keyboard or guitar. They can work in pairs or alone. They can incorporate any of the musical elements and use them in whichever way they choose.	Students learn popular songs from the charts and musicals and are encouraged so sing as a class and in small groups. They are also encouraged to explore playing piano, guitar or Ukulele whilst singing, aiming to develop their multi – instrumental skills.
<b>Main common assessments</b>	One final solo performance to the class of the version that best suits their ability. Multiple smaller group performances. One main performance at the end to demonstrate 3 chosen elements.		One final solo performance to the class of a piece that best suits their ability.	One final performance of a piece that best suits their ability, selecting their favourite orchestral timbre.	One final performance of their composition.	A range of smaller performances in each lesson, with a group assessed performance at the end.
<b>Extended writing tasks</b>	One research document detailing the main musical element definitions.		One beginner's guide to playing the Ukulele for a new Year 7 student.		A music magazine article reviewing their composition work. (good and bad bits!)	
<b>Examples of opportunities for challenge</b>	Extending to playing with two hands. Playing in time with a metronome. Students combining multiple elements within the same performance.		Playing as part of an ensemble in time with other players. Playing to a tempo.	To choose a more complex piece to learn from the differentiated versions.	To explore different key signatures. To explore combinations of different elements.	Gaining confidence through singing with others and learning to sing in tune.



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<b>Links to numeracy, literacy and other subjects</b>	Numbers attached to fingers. Divisions of the scale. Rhythmic values and time signatures.		History of the Ukulele. Reading song lyrics. Counting beats in time.		Reading song lyrics. Calculating rhythmic values and time signatures / note durations.	
<b>Enrichment, clubs, trips and other extra-curricular activities</b>	<b>Clubs:</b> Beginner Brass Group      Beginner Flute Group      Beginner Violin Group      Music Theory Club      Beginner Clarinet Group Choir      Grease Pit Band      Grease: Cast      Keyboard Club      Concert Bands 1 and 2      Advanced Brass Group <b>Trips:</b> Albert Hall Trip / West End Musical / Bournemouth Symphony Orchestra Concert / Concert Tour to Lake Garda / Swindon Young Musician Contest <b>Concerts:</b> Christmas / Easter / Year Group Concerts / Musical Production / Swindon Music Festival					
<b><u>Opportunities for links to careers</u></b> The Warneford music experience, if embraced fully, will allow students access to a huge range of music career pathways including the following: Composer / Live Performer / Session Musician / Sound technician and design / Music Therapist / Arranger / Teacher / Military / Conductor / Songwriter / Producer / Publisher / Video game sound design / Orchestral Musician / Tour Management & promotion / Booking agent / Music Lawyer / Bio-acoustician			<b><u>Opportunities for links to PSHE, ethos and values</u></b> Playing in an ensemble requires consideration for others, respect, good listening ability and special awareness. Practical sessions require a high level of discipline, respect for equipment, staff and each other.			
<b><u>How can parents support learning?</u></b> Encourage regular listening to a wide variety of music at home for pleasure. Encourage students to learn a musical instrument, the benefits of which are widely recognised as stretching across the educational spectrum. Encourage students to get actively involved in the music department’s range of clubs ad trips on offer. Remind students to complete their written homework when set.			<b><u>Other comments</u></b> Music at Warneford is exciting, engaging and open to all if they choose to embrace it. We always strive to accommodate the needs of any student who wishes to be involved in learning music in any capacity and to any degree.			

**Year 8 Overall intent**

The intent of the Year 8 Music Curriculum is to build on the foundations of music principles learned throughout year 7. All schemes of work are designed around utilising the 11 key musical elements to produce exciting and interesting musical results via a range of different methods. The year is also pivotal for recognising and harbouring those students who are keen to continue the subject onto GCSE. Once recognised, it is about working closely with them to provide maximum satisfaction from the lessons, ensuring that the interest continues through yr9.

**Key prior knowledge and skills**

Most students will arrive at year 8 with only the knowledge learned from Year 7. Much of this is recapped in the first few weeks to ensure that key concepts and info have not been forgotten. Many students will have begun learning a specific musical instrument during year 7 and will be continuing lessons on a one on one basis, which will put them at a higher level of understanding. Effectively differentiated lessons will ensure they are catered for appropriately.

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Topic Focus</b>	<b>Blues</b>	<b>Rhythm</b>	<b>Rock n Roll</b>	<b>Salsa</b>	<b>Mix Craft</b>	<b>Musicals</b>
<b>Summary of key knowledge &amp; skills</b>	Students learn the history and significance of the Blues. They work mainly on piano and study Blues Bass lines / 12 bar Blues chord progressions / Improvisation skills / 7 <sup>th</sup> chord harmony. They then work on combining these elements into a Blues piano piece.	Students learn a variety of Rhythmical values and durations including Quaver, Crotchet, Minim, Semibreve, Semi Quaver, dotted noted, Triplets, Syncopation, Ostinato etc. They also focus on types of texture. Body Percussion and African Drums are used, plus Mix Craft software.	Students learn a brief history of the Rock n Roll genre and learn to play 'Rock around the Clock' on Piano, Electric Guitar, Bass Guitar, Drums and Voice. They will use their Blues knowledge to underpin this work and will perform as Rock n Roll bands.	Students learn an appreciation of Latin American groove and rhythm. They learn about Cuban Son Salsa and will perform using Cajon, Caixa, Cabasa, Clave, Guiro, Maraca and Piano. They will learn Clave rhythm and the Strictly come dancing theme tune.	During this term, students will get their first exposure to Music Technology software and will be able to act as a music producer to create several pieces of music in a wide range of styles not only electronic genres but also rock, folk, jazz, blues and pop. Keyboard skills used.	Students learn popular songs from a range of Broadway and West End Musicals. This involves a lot of singing but also a fair degree of band work on Ukulele, Piano, Cajon and Acoustic Guitar. Vocal Harmony is introduced as a concept and group work is key to this topic.
<b>Main common assessments</b>	One final duet / trio performance to the class combining 2 – 4 different Blues elements.	Multiple smaller group performances. One main performance at the end to demonstrate rhythmic knowledge.	One final band performance to the class of Rock around the Clock with all instruments included.	One final group performance of a piece of Salsa on an instrument of their choosing.	One final piece of music produced using the software, featuring samples and also live data entry of notes.	A range of smaller performances in each lesson, with a group assessed performance at the end.
<b>Extended writing tasks</b>	A written guide to the Blues and how to play the Blues Piano well, for a year 7 student.		One 1950s newspaper article on the phenomenon that is Rock n Roll, and how to play it well.		An instructional guide for a beginner on how to use mix craft – 'an idiots guide to Mix Craft' if you will...	
<b>Examples of opportunities for challenge</b>	Playing all 4 Blues elements in the same performance, using both hands on the keys.	Students designing complex rhythmic patterns to a quick	Playing as part of an ensemble in time with other players. Playing	To learn to play a new percussion instrument. To learn how to perform complex	To explore different timbres and musical styles that they may not be familiar with.	Gaining confidence through singing with others and learning to sing in tune. Playing



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		tempo. Polyrhythmic performances.	to a tempo. Learning a new band instrument.	rhythms a part of a group.	Adding their own parts via the keyboard.	and singing at the same time.
<b>Links to numeracy, literacy and other subjects</b>	Rhythmic values and time signatures. Bars and beats. Appreciation of Black Musical History.		An appreciation of Latin American culture. History of Rock n Roll in post war USA. Welfare State etc.		Reading song lyrics. Appreciation of a wide range of musical genres from all over the world.	
<b>Enrichment, clubs, trips and other extra-curricular activities</b>	<b>Clubs:</b> Beginner Brass Group      Beginner Flute Group      Beginner Violin Group      Music Theory Club      Beginner Clarinet Group Choir      Grease Pit Band      Grease: Cast      Keyboard Club      Concert Bands 1 and 2      Advanced Brass Group <b>Trips:</b> Albert Hall Trip / West End Musical / Bournemouth Symphony Orchestra Concert / Concert Tour to Lake Garda / Swindon Young Musician Contest <b>Concerts:</b> Christmas / Easter / Year Group Concerts / Musical Production / Swindon Music Festival					
<b><u>Opportunities for links to careers</u></b> The Warneford music experience, if embraced fully, will allow students access to a huge range of music career pathways including the following: Composer / Live Performer / Session Musician / Sound technician and design / Music Therapist / Arranger / Teacher / Military / Conductor / Songwriter / Producer / Publisher / Video game sound design / Orchestral Musician / Tour Management & promotion / Booking agent / Music Lawyer / Bio-acoustician			<b><u>Opportunities for links to PSHE, ethos and values</u></b> Playing in an ensemble requires consideration for others, respect, good listening ability and special awareness. Practical sessions require a high level of discipline, respect for equipment, staff and each other.			
<b><u>How can parents support learning?</u></b> Encourage regular listening to a wide variety of music at home for pleasure. Encourage students to learn a musical instrument, the benefits of which are widely recognised as stretching across the educational spectrum. Encourage students to get actively involved in the music department's range of clubs and trips on offer. Remind students to complete their written homework when set. Guidance on choosing music for GCSE and potentially a career option.			<b><u>Other comments</u></b> Music at Warneford is exciting, engaging and open to all if they choose to embrace it. We always strive to accommodate the needs of any student who wishes to be involved in learning music in any capacity and to any degree.			

**Year 9 Overall intent**

The intent of the Year 9 Music Curriculum is to combust the learning of the previous two years into more significant musical projects. These will cater for all by providing a standard music experience, whilst also allowing those who are heavily involved in music at school and going onto GCSE to flourish and grow their skills alongside those who are not taking in forward. The challenge of year 9 is also choosing appropriate musical material that will keep them engaged in the subject. Healthy competition is also a large part of this year's curriculum.

**Key prior knowledge and skills**

Most students will arrive at year 9 with only the knowledge learned from Years 7 and 8. Much of this is recapped in the first few weeks to ensure that key concepts and info have not been forgotten. Many students will now be 2 years into learning a specific musical instrument and will be continuing lessons on a one on one basis, which will put them at a higher level of understanding. Effectively differentiated lessons will ensure they are catered for appropriately. Many students will also be core members of the school's music enrichment programme.

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Topic Focus</b>	<b>Hip Hop</b>	<b>Music Technology</b>	<b>Rock Band Composition</b>	<b>Scratch Band</b>	<b>Music for Moving Image</b>	<b>Champion's League</b>
<b>Summary of key knowledge &amp; skills</b>	Students learn the History and value of Hip Hop music roots. They learn the three key ingredients of Drum groove, Bass and Vocals then set about composing their own Hip Hop track in pairs. They also listen to lots of examples of Clean, Old Skool Hip Hop tracks for ideas.	Students learn how to use Cubase for the first time. This software allows them to develop their MIDI sequencing skills and their Keyboard skills simultaneously. They choose the material they want to sequence, and produce a version of part of it by selecting timbres and playing in.	Students learn how to play a range of chords on the guitar, notes on the bass, chords on piano and drum kit patterns. They use these skills to compose their own music in rock bands. Students that already play are assigned 'Experts in the room' and co-teach at various points.	Students learn in bands of 4 or 5, how to play Drums, Bass Guitar, Keyboard, Electric Guitar and Voice. They are given modern pop tunes to learn and will focus on their ensemble skills. Team work and group Leadership are both important factors in the success of this task.	During this term, students are back in Cubase only this time they are composing their own soundtracks to video clips. They start with adverts and then move onto Horror films. This task harbours their creativity and allows for extensive timbral exploration.	This 6 lesson scheme was introduced to maintain interest within the year 9 groups, especially after GCSE options have been chosen. Forms are pitched against each other with a different musical task every lesson, scoring points on the leader board against other forms.
<b>Main common assessments</b>	One final performance of their track within their Hip Hop Crew. Lyrics are performed on top of the composition.	A final submission and listen through of their MIDI sequence, to the rest of the class.	One final performance in small groups of a song selected from the ones we have studied.	One final group performance of one of the songs studied. Culminating in an in-class gig!	A final submission and listen through of their composition, to the rest of the class whilst watching the video clip.	A range of smaller performances in each lesson whereby each group perf wins points for the class total.
<b>Extended writing tasks</b>	A guide to becoming a successful Hip Hop artist, written from an experienced artist, to a beginner.		A Newspaper report on what makes Rock Music so good?		A review of the soundtrack of their favourite film, detailing the musical cues using reference to elements.	
<b>Examples of opportunities for challenge</b>	Composing and Performing effective rhyming couplets over beats. Creating sync points between the words and music.	Students analysing an original track for how to play different components of it. Playing in time to the metronome.	Playing as part of an ensemble in time with other players. Playing to a tempo. Learning a new band instrument.	To learn to play a new band instrument and successfully play in time with the rest of the ensemble.	To compose music that is harmonically secure and that is in sync with events within the world of the film. Highly creative ideas needed.	Using the point scoring system to always aim for maximum points. Attempting the higher end musical parts.

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<b>Links to numeracy, literacy and other subjects</b>	Rhythmic values and time signatures. Bars and beats. Appreciation of Black Musical History. Lyric writing and reading.		Lyric reading. Counting bars and sections of music length.			Link to Sport / PE and football champions league. English – films featuring famous books e.g. Harry Potter
<b>Enrichment, clubs, trips and other extra-curricular activities</b>	<b>Clubs:</b> Beginner Brass Group    Beginner Flute Group    Beginner Violin Group    Music Theory Club    Beginner Clarinet Group Choir    Grease Pit Band    Grease: Cast    Keyboard Club    Concert Bands 1 and 2    Advanced Brass Group <b>Trips:</b> Albert Hall Trip / West End Musical / Bournemouth Symphony Orchestra Concert / Concert Tour to Lake Garda / Swindon Young Musician Contest <b>Concerts:</b> Christmas / Easter / Year Group Concerts / Musical Production / Swindon Music Festival					
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