**Shipston High School - Music Department**

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| **Year 7** | | |
| **Term** | **Content covered** | **Key Assessment** |
| **Autumn** | **Musical Elements/??????**  **Key Skills**  Performing – Composing – Listening/Appraising  • Accurately  • Fluently  • In time with a sense of pulse  • With good technique  • Sense of ensemble awareness and expression  • Reading basic notations  • Composing through improvisation and as part of a group  • Sequencing musical ideas (Sound trap)  • Identifying key instruments and musical features | • Formative feedback every lesson  • Homework using Focus on Sound (interactive lessons/quizzes) to embed conceptual understanding + longer term sequencing projects for some units.  • Summative Recordings of group performances and/or composition work.  • Baseline/listening tests completed |
| **Spring** | **?????**  **Key Skills**  Performing – Composing – Listening/Appraising  • Accurately  • Fluently  • In time with a sense of pulse  • With good technique  • Sense of ensemble awareness and expression  • Reading basic notations  • Composing through improvisation and as part of a group  • Sequencing musical ideas (Sound trap)  • Identifying key instruments and musical features | • Formative feedback every lesson  • Homework using Focus on Sound (interactive lessons/quizzes) to embed conceptual understanding + longer term sequencing projects for some units.  • Summative Recordings of group performances and/or composition work.  • Baseline/listening tests completed |
| **Summer** | Rhythm & Metre **(West African Drumming)**  **Key Skills**  Performing – Composing – Listening/Appraising  • Accurately  • Fluently  • In time with a sense of pulse  • With good technique  • Sense of ensemble awareness and expression  • Reading basic notations  • Composing through improvisation and as part of a group  • Sequencing musical ideas (Sound trap)  • Identifying key instruments and musical features | • Formative feedback every lesson  • Homework using Focus on Sound (interactive lessons/quizzes) to embed conceptual understanding + longer term sequencing projects for some units.  • Summative Recordings of group performances and/or composition work.  • Baseline/listening tests completed |

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| **Year 8** | | |
| **Term** | **Content covered** | **Key Assessment** |
| **Autumn** | Rhythm & Metre **(Brazilian Samba)** Elements of Music & using a DAW **(EDM)**  **Key Skills**  Performing – Composing – Listening/Appraising  • Accurately  • Fluently  • In time with a sense of pulse  • With good technique  • Sense of ensemble awareness and expression  • Reading basic notations  • Composing through improvisation and as part of a group  • Sequencing musical ideas (Sound trap)  • Identifying key instruments and musical features | • Formative feedback every lesson  • Homework using Focus on Sound (interactive lessons/quizzes) to embed conceptual understanding + longer term sequencing projects for some units.  • Summative Recordings of group performances and/or composition work. • Baseline/listening tests completed |
| **Spring** | Hooks & Riffs **(Reggae)** Rhythm & Metre **(West African Drumming)**  **Key Skills**  Performing – Composing – Listening/Appraising  • Accurately  • Fluently  • In time with a sense of pulse  • With good technique  • Sense of ensemble awareness and expression  • Reading basic notations  • Composing through improvisation and as part of a group  • Sequencing musical ideas (Sound trap)  • Identifying key instruments and musical features | • Formative feedback every lesson  • Homework using Focus on Sound (interactive lessons/quizzes) to embed conceptual understanding + longer term sequencing projects for some units.  • Summative Recordings of group performances and/or composition work. • Baseline/listening tests completed |
| **Summer** | Chords **(The Blues)** Expressive Features **(Film Music)**  **Key Skills**  Performing – Composing – Listening/Appraising  • Accurately  • Fluently  • In time with a sense of pulse  • With good technique  • Sense of ensemble awareness and expression  • Reading basic notations  • Composing through improvisation and as part of a group  • Sequencing musical ideas (Sound trap)  • Identifying key instruments and musical features | • Formative feedback every lesson  • Homework using Focus on Sound (interactive lessons/quizzes) to embed conceptual understanding + longer term sequencing projects for some units.  • Summative Recordings of group performances and/or composition work. • Baseline/listening tests completed |

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| **Year 9** | | |
| **Term** | **Content covered** | **Key Assessment** |
| **Autumn** | Performing and analysing Pop Songs  Introduction to working with a DAW Producing sequenced recordings using MIDI & Audio  **Working as an effective ensemble**  **Key Skills**  Performing & sequencing/composing  • Accurately  • Fluently  • In time with a sense of pulse  • With good technique  • Sense of ensemble awareness and expression  • Reading basic notations  • Composing through improvisation and as part of a group and individually with an understanding of using techniques for expressive effect  • Sequencing musical ideas using basic software function (Soundtrap)  • Identifying key instruments and musical features | • Formative feedback every lesson.  • Homework using Focus on Sound (interactive lessons/quizzes) to embed conceptual understanding + longer term sequencing projects for some units.  • Sequencing and audio recording work – individual/paired and group on Sound Trap  • Summative Recordings of group performances and/or composition work. |
| **Spring** | Ground Bass, Pachelbel’s Canon remix, world music influences  Cultural Fusions Soundtracks incidental music & leitmotifs themes  **Program, Film & Game Music**  **Key Skills**  Performing & sequencing/composing  • Accurately  • Fluently  • In time with a sense of pulse  • With good technique  • Sense of ensemble awareness and expression  • Reading basic notations  • Composing through improvisation and as part of a group and individually with an understanding of using techniques for expressive effect  • Sequencing musical ideas using basic software function (Soundtrap)  • Identifying key instruments and musical features | • Formative feedback every lesson.  • Homework using Focus on Sound (interactive lessons/quizzes) to embed conceptual understanding + longer term sequencing projects for some units.  • Sequencing and audio recording work – individual/paired and group on Sound Trap  • Summative Recordings of group performances and/or composition work. |
| **Summer** | Hooks, riffs, melodies & chord sequences & textures RSL Music Tech grades  **Song writing & Music Production**  **Key Skills**  Performing & sequencing/composing  • Accurately  • Fluently  • In time with a sense of pulse  • With good technique  • Sense of ensemble awareness and expression  • Reading basic notations  • Composing through improvisation and as part of a group and individually with an understanding of using techniques for expressive effect  • Sequencing musical ideas using basic software function (Soundtrap)  • Identifying key instruments and musical features | • Formative feedback every lesson.  • Homework using Focus on Sound (interactive lessons/quizzes) to embed conceptual understanding + longer term sequencing projects for some units.  • Sequencing and audio recording work – individual/paired and group on Sound Trap  • Summative Recordings of group performances and/or composition work. |

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| **Year 10** | | |
| **Term** | **Content covered** | **Key Assessment** |
| **Autumn** | **Rhythmic Devices – Timbre & Structure**  AOS 3 – Rhythms of the World (Africa)  Independent Instrumental Study  **Harmony & Tonality**  AOS 5 – The Conventions of Pop Music (1950’s & 1960’s)  Independent Instrumental Study  **Key Skills**  **Performing** with accuracy, fluency, control, and attention to expressive detail  **Composing** showing an understanding of composition technique, idiomatic treatment of instruments, appropriate development of musical ideas, control of structure  **Applying** musical knowledge to identify key and describe the key features of the music | Formative feedback every lesson  Low stakes retrieval practice Homework using Focus on Sound (interactive lessons/quizzes) to embed conceptual understanding + longer term sequencing projects for some units. Sequencing and audio recording work – individual/paired and group on Sound Trap Summative Recordings of performance and composition work |
| **Spring** | **Melodic Devices Textures & Tonality**  AOS 2 – The Concerto Through Time (Baroque)  Independent Instrumental Study  **Melodic Devices & Orchestral Textures**  AOS 4 – Film Music (John Williams – Leitmotif) Independent Instrumental Study  **Key Skills**  **Performing** with accuracy, fluency, control, and attention to expressive detail  **Composing** showing an understanding of composition technique, idiomatic treatment of instruments, appropriate development of musical ideas, control of structure  **Applying** musical knowledge to identify key and describe the key features of the music | Formative feedback every lesson  Low stakes retrieval practice Homework using Focus on Sound (interactive lessons/quizzes) to embed conceptual understanding + longer term sequencing projects for some units. Sequencing and audio recording work – individual/paired and group on Sound Trap Summative Recordings of performance and composition work |
| **Summer** | **Tonality, Timbre & Structure**  AOS 3 – Rhythms of the World (India)  Independent Instrumental Study + OCR 1 composition coursework  **OCR 1 composition coursework**  AOS 5 – The Conventions of Pop Music (1970’s & 1980’s)  Independent Instrumental Study  **Key Skills**  **Performing** with accuracy, fluency, control, and attention to expressive detail  **Composing** showing an understanding of composition technique, idiomatic treatment of instruments, appropriate development of musical ideas, control of structure  **Applying** musical knowledge to identify key and describe the key features of the music | **Mock Examinations**  Formative feedback every lesson  Low stakes retrieval practice Homework using Focus on Sound (interactive lessons/quizzes) to embed conceptual understanding + longer term sequencing projects for some units. Sequencing and audio recording work – individual/paired and group on Sound Trap Summative Recordings of performance and composition work |

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| **Year 11** | | |
| **Term** | **Content covered** | **Key Assessment** |
| **Autumn** | **Harmony & Melodic Devices**  AOS 2 – The Concerto Through Time (Classical) Performance Coursework + OCR 1 composition coursework  **Tonality, Timbre & Rhythmic Devices**  AOS 3 – Rhythms of the World (Greece & Middle East) Performance Coursework + OCR 2 composition coursework  **Key Skills**  **Performing** with accuracy, fluency, control, and attention to expressive detail  **Composing** showing an understanding of composition technique, idiomatic treatment of instruments, appropriate development of musical ideas, control of structure  **Applying** musical knowledge to identify key and describe the key features of the music | Mock Examinations  Formative feedback every lesson  Low stakes retrieval practice Homework using Focus on Sound (interactive lessons/quizzes) to embed conceptual understanding + longer term sequencing projects for some units. Sequencing and audio recording work – individual/paired and group on Sound Trap Summative Recordings of performance and composition work |
| **Spring** | **Harmonic Devices & Timbre**  AOS 5 – The Conventions of Pop Music (1990’s & 2000’s)  Performance Coursework OCR 2 composition coursework  **Timbre & Structure**  AOS 4 – Film Music (Game Music) + Revision of all AOS covered in Y10/11  **Key Skills**  **Performing** with accuracy, fluency, control, and attention to expressive detail  **Composing** showing an understanding of composition technique, idiomatic treatment of instruments, appropriate development of musical ideas, control of structure  **Applying** musical knowledge to identify key and describe the key features of the music | Formative feedback every lesson  Low stakes retrieval practice Homework using Focus on Sound (interactive lessons/quizzes) to embed conceptual understanding + longer term sequencing projects for some units. Sequencing and audio recording work – individual/paired and group on Sound Trap Summative Recordings of performance and composition work |
| **Summer** | **Harmony, Tonality & Rhythmic Devices**  AOS 2 –The Concerto Through Time (Romantic) + AOS 3 – Rhythms of the World (South America & Caribbean)  Revision of all AOS in preparation for the Summer Listening Exam  **Key Skills**  **Performing** with accuracy, fluency, control, and attention to expressive detail  **Composing** showing an understanding of composition technique, idiomatic treatment of instruments, appropriate development of musical ideas, control of structure  **Applying** musical knowledge to identify key and describe the key features of the music | Formative feedback every lesson  Low stakes retrieval practice Homework using Focus on Sound (interactive lessons/quizzes) to embed conceptual understanding + longer term sequencing projects for some units. Sequencing and audio recording work – individual/paired and group on Sound Trap Summative Recordings of performance and composition work |