**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 SongsIntroduction 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 lessonLow 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 ExaminationsFormative 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 |