

		Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 5.5 weeks	Spring 2 5.5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Focus		Stave notation and key terminology 'The Musical Stairs' & 'Film Music'		Timbre Sounds of the Orchestra		Blues 'Boogie Woogie Blues'	
Unit title and overview	B6 (Practical Music)	The Musical Stairs is an introduction to reading music on the stave with a focus on treble clef and extended work into the bass clef in the second half of the term. Students learn about the piano keyboard and begin to read stave notation.		Sounds of the Orchestra is an introduction to the instruments and timbres created by instruments across the orchestra and in other music ensembles. They will learn how to play 'Rocky' theme and play in time with other students.		The Blues Students learn how to play the 12 bar blues in C major with walking bass and chord sequence. Students also undertake listening exercises which focus on a song per week moving chronologically through time.	
	Theory (Key terminology)	Students learn about the elements of music and use key terminology to describe, explain, analyse and express their opinions through exploring film music.		Students will listen to a variety of music and focus on timbre and articulation in orchestral families and continuing to work with the vocabulary from the elements of music.		Students learn about the contextual understanding of the slave trade and the life of slaves as well as looking at the music that came out of it. Student produce their own project about the slave trade using key music terminology.	
Links to previous/future learning		<i>Prior curriculum link;</i> <ul style="list-style-type: none"> Yr 7 Passport lessons 'Elements of Music' <i>Forward curriculum links;</i> <ul style="list-style-type: none"> Year 9 Scheme 'Film Music' OCR GCSE Music 'Music for Film' (Years 10&11) OCR GCSE Listening and Appraising – music theory BTEC National Music Performance (Ensemble Performance) (Year 12&13) OCR A level AoS 2 'Popular Song; Blues, Jazz, Swing and Big Band' OCR A level AoS 5 'Programme Music' 		<i>Prior curriculum link;</i> <ul style="list-style-type: none"> Yr 7 Passport lessons 'Elements of Music' <i>Forward curriculum links;</i> <ul style="list-style-type: none"> Year 9 Scheme 'Film Music' OCR GCSE Music 'Music for Film' (Years 10&11) OCR GCSE Music 'The Concerto through Time' BTEC National Music Performance (Ensemble Performance) (Year 12&13) OCR A level AoS 1 'Instrumental Music of Haydn, Mozart and Beethoven' OCR A level AoS 5 'Programme Music' 		<i>Prior curriculum link;</i> <ul style="list-style-type: none"> Yr 8 The Musical Stairs – keyboard skills <i>Forward curriculum links;</i> <ul style="list-style-type: none"> Year 9 Scheme 'Trending Now!' OCR GCSE Music 'Conventions of Pop' (Years 10&11) BTEC National Music Performance (Ensemble Performance) (Year 12&13) OCR A level AoS 2 'Popular Song; Blues, Jazz, Swing and Big Band' 	
Knowledge and the Big Objectives		B6 – Practical and listening skills <ul style="list-style-type: none"> To be able to use music theory in order to support practical performance of pop music To be able play a song demonstrating both melody and harmony To further our keyboard skills as a performer B5 – Theory and Use of technology <ul style="list-style-type: none"> To use research, listening and the internet to create an informative timeline about the development of popular music over the past 50 years To use keywords to answer listening questions and complete a short analysis about a range of pieces of music spanning 50 years in the pop genre. To develop an understanding of how pop music has developed and be able to converse about music using key terminology and gaining knowledge of different bands. 		B6 – Practical and listening skills <ul style="list-style-type: none"> Learn how to play a section of music on the keyboard using notes and rhythmic patterns Learn how to play the piece of music in time with other players To further our understanding of music theory and written stave notation B5- Theory and Use of technology <ul style="list-style-type: none"> To use research, listening and the internet to create an informative timeline about the development of instruments and timbres. To use keywords to answer listening questions and complete a short analysis about a range of pieces of music spanning orchestral history. To develop an understanding of how orchestral timbres have developed and be able to converse about music 		B6 – Practical and listening skills <ul style="list-style-type: none"> To be able to use music theory in order to support practical performance of blues music To be able play 12 bar blues in C major with both hands To further our keyboard skills as a performer To further listening analysis by answer questions about blues music and taking part in class discussion B5 – Theory and Use of technology <ul style="list-style-type: none"> To use research, listening and the internet to create an informative presentation about the slave trade and history of the blues. To use DAW and loops in order to create a short Blues inspired piece of music. 	

On-going assessment	<ul style="list-style-type: none"> Teaching staff to provide feedback for performing by listening to and checking understanding of piano performances (B6) Teaching staff to check up on progress of the presentation to ensure that students are able to access information provided and use key terminology to explain what they are hearing 	<ul style="list-style-type: none"> Teaching staff to provide feedback for performing by listening to and checking understanding of piano performances (B6) Teaching staff to check up on progress of the presentation to ensure that students are able to access information provided and use key terminology to explain what they are hearing 	<ul style="list-style-type: none"> Teaching staff to provide feedback for performing by listening to and checking understanding of piano performances (B6) Teaching staff to check up on progress of the presentation to ensure that students are able to access information provided and use key terminology to explain what they are hearing
End of scheme Assessment	B6 – performing at the end of the term to teacher, on going assessment (self, peer and teacher) for listening tasks B5 – powerpoint presentation to teacher at the end of the term.	B6 – performing at the end of the term to teacher, on going assessment (self, peer and teacher) for listening tasks B5 – powerpoint presentation to teacher at the end of the term.	B6 – performing at the end of the term to teacher, on going assessment (self, peer and teacher) for listening tasks B5 – powerpoint presentation to teacher at the end of the term.
Enrichment	Performing skills to add into the extra-curricular timetable where students wish to further their playing skills.	Performing skills to add into the extra-curricular timetable where students wish to further their playing skills.	Performing skills to add into the extra-curricular timetable where students wish to further their playing skills.

Spellings and vocabulary acquisition

Students are required to use key terminology during the listening in B6 and the presentation in B5. Vocabulary acquisition is a huge push based on the requirement during Covid to focus on classroom teaching. One of the aspects which we enjoyed was delivering lessons focused entirely on the ability of the students to learn keywords in a classroom and apply them to sections of film. This has become a method lesson delivery in Year 8, which the current year 9 would have received last year. Their knowledge of key terminology will be far superior to previous groups and so we have continued the focus on vocabulary and building confidence in discussing music in order to train students for the listening and appraising paper at GCSE.

Culture Capital September 2021

Following the effects of COVID-19, every lesson will be dedicated to ensuring that the students are shown what opportunities music can provide. They will listen to music from a variety of music genres and be given the opportunity to listen to music live as well as on recordings in the classroom. Students will listen to a variety of genres of music and follow a chronology of music, mapping the history of music and how it has developed to its context in the current day.