

		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		Pop Music 'Trending Now'		Sounds of the Orchestra		Music for Cartoon / Composing music for film	
Unit title and overview	B6 (Practical Music)	Focus on performing and listening & appraising. Students working independently on the keyboards in order to build knowledge of instrumental playing and ability to answer questions about music played.		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.		Focus on performing, listening and appraising. Students working initially independently and then as part of a group in order to use musical patterns to create soundtrack for a section of film.	
	B5 (Theory and Tech)	Focus on knowledge acquisition about the development of pop music since 1950s through listening and teacher delivery. Student work focused on creation of a timeline with pertinent information from lesson delivery		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 will watch and analyse a number of sections of film in order to use technology to compose music for a chosen section of film.	
Links to previous/ future learning		<i>Prior curriculum link;</i> <ul style="list-style-type: none"> Boogie Woogie Blues (Jan – March Year 8) <i>Forward curriculum links;</i> <ul style="list-style-type: none"> 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' 		<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 8 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 7 Passport lessons 'Elements of Music' <i>Forward curriculum links;</i> <ul style="list-style-type: none"> Year 8 Scheme 'Film Music' OCR GCSE Music 'Music for Film' (Years 10&11) 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' 	
Knowledge and the Big Objectives		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 knowing knowledge of different bands. 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 		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"> Learn to play musical patterns in order to compose cartoon music for a short section of film Learn how to play sections of music in time with others in order to create a composition 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 analysis of sections of cartoons in order to inspire own compositions To use keywords to answer listening questions and complete a short analysis about a range of pieces of music spanning orchestral history. To use a DAW in order to create a section of composition for a section of film 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.