

Term	Autumn 1
Topics Covered	Reggae
Expectations Challenge and Support	<p><u>Expectations</u>- Play different parts of a reggae song – focusing on style. Play in-time and in-tune with other musicians. Recognise and use key elements of Reggae music in discussion.</p> <p><u>Challenge</u>- Is able to lead others during a performance. Is able to sing and play an accompaniment together. Can offer improvements to others within the group.</p> <p><u>Support</u>- Able to stay in-time with the other musicians in the group. Can sing with a sense of shape. Is able to follow the song structure with some guidance.</p>
Assessment opportunities	Performances in lessons and work booklet
Homework	Listen to a wide range of reggae music
Vocabulary	Learning and applying reggae and pop vocabulary

Term	Autumn 2
Topics Covered	Canon Composition
Expectations Challenge and Support	<p><u>Expectations</u>- Performing parts of Pachelbel’s famous D minor Canon. Creating their own melodies and creating small group performances.</p> <p><u>Challenge</u>- Perform multiple parts of canon. Create extended compositional ideas and notate accurately.</p> <p><u>Support</u>- Recognise most notation symbols and play in-time with others. Start to use diatonic notes within their own compositions.</p>
Assessment opportunities	Performances in small groups throughout the lessons and assessment in work booklets at end of topic.
Homework	Practise playing individual canon parts at home, or break times in the music department.
Vocabulary	Canon, ground bass, con arco, pizzicato, notation names

Term	Spring 1
Topics Covered	The Beatles
Expectations Challenge and Support	<p><u>Expectations</u>- Follow musical notation and create pop style group performances. Recognise the influence of The Beatles on modern music.</p> <p><u>Challenge</u>- Lead others during performances, Sing harmonies and accompany whilst singing.</p> <p><u>Support</u>- Recognise basic chord shapes and perform mostly in-time. Use basic notation to help perform parts of a song.</p>
Assessment opportunities	Performances in small groups throughout the lessons and assessment in work booklets at end of topic.
Homework	Watch Youtube educational videos on The Beatles
Vocabulary	String quartet, hooks, catchy, riffs, Ringo

Term	Spring 2
Topics Covered	Film Music
Expectations Challenge and Support	<p><u>Expectations</u>- Create and develop musical ideas to enhance a film clip. Recognise the role music has enhancing film.</p> <p><u>Challenge</u>- Explore pitch, texture and timbre when composing. Recognise different techniques, such as muting and pizzicato.</p> <p><u>Support</u>- Create sounds to accompany a film clip. State what is good or bad about compositions.</p>
Assessment opportunities	Students working in pairs using iMacs. Compositions recorded and assessed at end of project.
Homework	Watch and analyse film/music relationship at home.
Vocabulary	Copy, paste, split, synchronize, dissonant, leitmotif, drone, hit point

Term	Summer 1
Topics Covered	Indian Music
Expectations Challenge and Support	<p><u>Expectations</u>- Perform rag, tal and drones. Follow and create Indian music structures. Recognise and comment upon techniques, instruments and performances.</p> <p><u>Challenge</u>- Create and improvise memorable melodies. Perform extended structures and offer improvements to other Indian musicians.</p> <p><u>Support</u>- Stay in time with other musicians. Follow tal with guidance. Identify instruments and techniques.</p>
Assessment opportunities	Performances as soloist and in small groups throughout the lessons and assessment in work booklets at end of topic.
Homework	Listen to Indian music online and whilst having a weekend curry.
Vocabulary	All words associated with Indian musical instruments, structures and techniques.

Term	Summer 2
Topics Covered	Pop
Expectations Challenge and Support	<p><u>Expectations</u>- To have some fun with pop music structures and perform some classic pop songs. Students are hopefully left with an appreciation of how they can easily participate within pop music.</p> <p><u>Challenge</u>- Some students will play a variety of instruments and more advanced chord structures.</p> <p><u>Support</u>- Peer learning will enable all students to participate and take part in basic pop songs with few chords.</p>
Assessment opportunities	Performances as soloist and in small groups throughout the lessons.
Homework	Listen to a variety of pop songs and learn words in preparation for performances in school.
Vocabulary	Language related to pop song structures, instruments and parts.