



INDEPENDENCE	KNOWLEDGE / LITERACY / NUMERACY / ORACY / AGENCY	CONTENT / TOPICS / CONCEPTS	Year 7	Year 8	Year 9	Year 10	Year 11
			Theory—students learn the basics of music theory to begin their journey— Treble and Bass Clefs, note values, bar lines and time signatures.	Theory—students build on prior knowledge through revisiting key features and developing understanding.— notes and values, ledger lines, time signatures, major keys	Theory—building on prior knowledge and revisiting prior work to deepen understanding: notes, values, major, minor keys, transposition, phrases, cadences, modulation, texture, tempo, common melodic devices, forms. Students to work on GCSE level music theory understanding.	Solo Unit Ensemble unit Composition unit Theory and listening. Structured over 3 lessons students get one lesson on the theoretical and listening content, one lesson on composing and one lesson on performing. Books used to deliver musical written and listening content with the view for their books being a revision tool towards the end of their GCSE. Work to begin on listening to set work pieces and analysis. Genres and features focussed on (classical, world, popular) Regular recordings and mini performances used to create sense of purpose and develop confidence and performance skills. Composition skills developed from their KS3 journey as they are confident using software to compose as well as more proficient on instruments due to practical KS3 elements of study,	Content to be delivered in terms of musical knowledge: World music and post 1910 classical. Listening development stepped up with more time to devote to this due to year 10 prior work. Compositions to be completed by January (one being done in year 10) Begin to compile a ‘set list’ of pieces to be chosen for final GCSE. Focus on set works for section B of exam. Listening questions set to build up writing stamina for bigger 8 mark questions.
		Listening and appraising started as students pick out key features of music identify different instruments. Identify elements of music e.g. dynamics, pitch, tempo.	Listening and appraising—students develop Skills from year 7 through continuing to appraise and listen to a variety of music and genres. Recognise instrument families, listening from classical, world and popular music.	Listening and appraising continued development working through KS3 listening pieces. Move onto GCSE listening examples to continue to develop listening and appraising skills.			
		Practical - Students apply their theoretical knowledge in practical work– learn basics of Ukulele guitar and piano. Develop skills in reading and playing music and grow their confidence to perform. They will work in a mixture of solo and ensemble groups. Skills taught-reading tab and notation, melody, chords, rhythm accuracy and timing,	Practical—Build on year 7 practical skills but put into contexts of genres and their contexts. Students prior teaching on variety of instruments enable them pick the one they prefer for the main. Key skills developed from year 7. Knowledge of constructing chords and melody, syncopation. Ensemble skills developed using African drumming– rhythm skills, timing, playing together. Mixture of solo and ensemble opportunities. ICT in music developed through introduction to using samples and effects.	Practical—Continued development on instrumental skills building on years 7 and 8. Main instruments decided by students. Ensemble work developed and opportunities to work collaboratively given through practical tasks. Practical work using topics to hang on key skills. Develop on year 8 ICT by now learning how to input music into garageband software and manipulate sounds. Students perform work and assess their developing skills in IACT .			
		VOCABULARY	Dynamics sequence Tempo Creative Improvisation Sensitive Pace Metre Rehearsal Timbre Unison Pitch Mood Rhythm Call and response Crotchet Texture Quaver, Minim Semi quaver, semibreve, rest	Rhythm Sample Phrasing Conductor Structure Djembe Genre Blues Evaluate Ostinato Harmony Structure Chords Ensemble Triad Polyrhythms Melody loops	Contrast Monophonic Metre Homophonic Pitch Polyphonic Emotion Samba Projection Editing Time signature Off beat Articulation Melody Syncopation Cadences	Baroque Conjoint Classical Disjunct Romantic suspension Devices Auxiliary Articulation soul Fusions Scalic Blues Triadic Modulation Texture Cadences, Perfect, Plagal, Imperfect, interrupted	Baroque Conjoint Classical Disjunct Romantic suspension Devices Auxiliary Articulation soul Fusions Scalic Blues Triadic Modulation Sequence Melodic Interval Harmonic Interval Sequence Ornamentation
SKILLS	Performing—developed right from year 7 through to year 11. students perform regularly throughout their music experience to develop confidence and skill sets.					Communication skills Teamwork skills Independence skills	
Composing—sequenced from year 7 through improvising and composing own patterns on different instruments, through year 8 use of ICT work all the way to GCSE work where students compose their own pieces. Listening—developed from year 7 through specific and graded pieces all through to year 11 where students will have developed listening skills enabling them to access the GCSE curriculum.							
ASSESSMENT	We assess students work in a variety of ways. - Through performance– at the end of each unit students work is performed and recorded. - Through written evidence—3 whole school assessments—based on theory and listening - Through examinations - Students are encouraged to assess and evaluate their own work and progress through IACT work.					Whole school assessment data 3 times a year. Prelim exams in January and end of year for year 10 Prelim exams for year 11 January Regular performance assessment throughout the GCSE course to get students used to performing and working to deadlines. Mini listening and appraising assessments throughout the course to check understanding and collect evidence.	

ATTITUDE	In the Expressive Arts there are lots of opportunities to create and develop positive attitudes. We work and build on a culture of independence and collaboration with our students. They are encouraged to be independent and work in rooms outside the main teaching classroom be it in the Art studio room, taking drama and dance into other practical areas or within music using the different rehearsal rooms. They learn how to behave toward each other and collaborate successfully. We offer lots of opportunity for cultural capital through SOL and trips and events. Positive attitudes are developed as students learn how to appraise their own and others work critically but positively. The Arts raise questions about self and the wider world and we enable students to explore these in are EArts disciplines.
Understanding others, behaviour and attitudes, SMSC, PHSE	

RESILIENCE	Students are encouraged to be resilient, learn from mistakes and recognise that as part of their growing development it is okay not to be able to do everything straight away. We build confidence through getting students to perform and show work in a safe and supportive environment. Students grow in character through work they do in the Expressive Arts and this impacts on their wider school experience. The Arts provide an important outlet for students to expressive themselves and push themselves to be the best they can be . We as a faculty provide students with opportunities to show what they can do which raises their self belief and confidence.
Character, personal Development, wellbeing and CIAG	