

The National Curriculum for music aims to ensure that all students:

- | Term | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer 1 | Summer 2 |
|---------------------------|---|---|---|--|--|---|
| Topic (brief description) | Rhythms of the World
Fundamentals of rhythm/time signatures. Looking at note values in more detail and how to create ostinatos.
Introduction to different rhythms of the world, focussing on African drumming, Bhangra & Samba. | Rhythms of the World
Students work towards a final performance, incorporating rhythms and ostinatos inspired by the genres looked at previously.
Layering, call and response, unison etc. will stretch and challenge students. | Notation & Keyboard Skills
Fundamentals of reading/writing notation. Understanding notes on the keyboard and the basics of chords.
Be able to read/play simple pieces on keyboard. | Notation & Keyboard Skills
Composition assessment using Musescore/Noteflight.
Paired work - students prepare a short composition including chords and melody. | Pictures at an Exhibition (Sonority/Timbre)
Introduction to Instruments in an Orchestra. Homework project: Create an original instrument to showcase to class.
Introduce elements of music (Pitch, Dynamics, Tempo, Timbre). | Pictures at an Exhibition/Singing
Listening/appraisal activities based around Holst's 'Planets'. Students incorporate the elements of music to create short performances reflecting the mood of an image. |
| Subject Specific Skills | <ul style="list-style-type: none"> Performing rhythms/ostinati and understanding pulse. Compose original percussive works based on a given genre. Read simple rhythm notation. Recognise simple time signatures and different genres from around the world. | <ul style="list-style-type: none"> Performing rhythms/ostinati and understanding pulse. Compose original percussive works based on a given genre. Read simple rhythm notation. Recognise simple time signatures and different genres from around the world. | <ul style="list-style-type: none"> Reading and writing simple notation. Reading staff. Developing keyboard skills. Constructing simple harmony and melody. Using music technology in composition. Developing IT literacy. | <ul style="list-style-type: none"> Reading and writing simple notation. Reading staff. Developing keyboard skills. Constructing simple harmony and melody. Using music technology in composition. | <ul style="list-style-type: none"> Developing knowledge of the orchestra and instrument families. Identifying and applying the elements of music (tempo, pitch, dynamics etc.) Composing original music to imagery. | <ul style="list-style-type: none"> Listening critically to prior works and analysing stylistic choices. Composing and performing as a group. Understanding the fundamentals of singing and working with vocal harmonies. |
| Previous Links | National Curriculum link to KS3 and reference to previous skills from KS2 are available to demonstrate how our Music Curriculum strengthens prior learning and develops these skills further | | | | | |
| Cross Curricular | Development of memory, timing, co-ordination, cooperation, awareness of others and turn-taking.
Awareness of cultural differences, confidence, listening skills. | Development of memory, timing, co-ordination, cooperation, awareness of others and turn-taking.
Awareness of cultural differences, confidence, listening skills. | Application of existing knowledge, creative expression, IT skills, listening skills, numeracy (counting beats in a bar), organisation and planning, problem solving, reviewing progress. | Creative expression, IT skills, listening skills, numeracy (counting beats in a bar), organisation and planning, problem solving, reviewing progress. | Development of memory, timing, co-ordination, cooperation, awareness of cultural differences, confidence, listening skills. | Development of memory, timing, co-ordination, cooperation, awareness of others and turn-taking.
Awareness of cultural differences, confidence, listening skills. |
- Post 16 and beyond:
 Introductions to composition, performance and IT based tasks will ensure that students studying further music at BTEC will already have relevant skills to succeed in Units 4 (Introduction to Music Composition) and 5 (Introduction to Music Performance).