

Music	Autumn Term		Spring term		Summer term	
Year 7	1	2	3	4	5	6
<b>Topic Summary</b>	Musical Elements		Keyboard Skills		My Music	
<b>Thinking Hard</b>	Developing Literacy: How can we understand and interpret	<b>Mastery of learning:</b> How can we apply our knowledge of notation to	<b>Acquiring knowledge:</b> How can we take a score and turn it into a		<b>Creating independence &amp; Not fearing failure:</b> How can I develop my	
<b>Developing Character</b>	Developing curiosity and optimism: how does notation work and	<b>Self assurance and kindness:</b> How can I demonstrate musical	<b>Resilience, independence, grit and self assurance:</b> How can I ensure		<b>Mindfulness, grit, kindness and self assurance:</b> How can I experience	
<b>Understanding Diversity</b>	<b>Being a world citizen:</b> How can I learn about and work with	<b>No limits to your destination:</b> How can music make us feel?	<b>Respecting human rights:</b> How can I gain a historical appreciation of		<b>Acquiring cultural capital:</b> What is the cultural context of my piece?	
<b>Literacy Reading, Oracy</b>	Learning to read staff notation in treble and bass clefs. Using	Reading: Evelyn Glennie article	Reading: SUU article on how technology has impacted the music		Reading: Errollyn Wallen biography (ISM 2020 Distinguished	
<b>Gatsby, Careers</b>	Gatsby: importance of notation	Gatsby: importance of role of film composer	Gatsby: performing and communicating		Gatsby: planning and delivering a performance	
<b>Mental and Physical Well-being</b>	Developing self assurance and settling in	Discovering a creative outlet in a supported environment in which all	Learning how to be an appreciative and supportive audience		Encouraging a love of mastering a piece for performing and	
<b>Cross-Curricular Links</b>	Drama, Dance; RSHE: developing independence; SMSC: cultural	History; SMSC: Spiritual, Social, Moral, Cultural; RSHE: Developing	SMSC: Moral		Drama; Dance; SMSC: Spiritual, Social, Cultural; RSHE	
<b>Extra-Curricular Links</b>	European Day of Languages: link to Do Now task. Black History	STEAM Day	National technology day		World Health Day: focus on mental health Cultural	
<b>Precise Learning Endpoints:</b>	1. Students will be able to understand the musical elements and identify them through increased listening discrimination. 2. Students will be able to understand both treble and bass clef notations	1. Students will be able to improvise and compose effective motifs and develop them using simple techniques. 2. They will be able to perform them fluently and use their notation skills to score them.	1. Students will be able to perform a solo piece from a great classical composer with fluency, accuracy and expression.		1. Students will be able to perform a piece of their choice either as a soloist or in an ensemble with confidence, fluency and expression. 2. Students will be able to demonstrate an understanding of cultural conventions through their performance and be able to gauge their own strengths and weaknesses, as well as those of their peers.	
<b>Music</b>	Autumn Term		Spring term		Summer term	
<b>Year 8</b>	1	2	3	4	5	6
<b>Topic Summary</b>	Musical Development		The Blues		Music Through Time	
<b>Thinking Hard</b>	Developing literacy and creating independence: How can I	<b>Creating ambition:</b> How can I perform my performing skills so that I	<b>Being creative:</b> How can I perform from bass clef notation and apply		<b>Developing literacy:</b> Interpreting and realising more complex scores	
<b>Developing Character</b>	Curiosity, grit, self assurance: How can I extend and develop my	<b>Self control, grit, optimism:</b> How can I participate in independent	<b>Mindfulness, kindness, self assurance:</b> How can I further my own		<b>Curiosity, optimism, grit, kindness:</b> How has music changed over	
<b>Understanding Diversity</b>	<b>Local context and no limits to your destination:</b> How can I	<b>Acquiring cultural capital:</b> What is the cultural context of my piece?	<b>Respecting human rights:</b> How was the blues formed and what		<b>Acquiring cultural capital:</b> How did cultural conventions influence	
<b>Literacy Reading, Oracy</b>	Reading: Classic FM article on importance of reading music	Reading: Evelyn Glennie article	Reading: SUU article on how technology has impacted the music		Reading: Very Well Mind article on how music benefits mental	
<b>Gatsby, Careers</b>	Gatsby: importance of notation	Gatsby: planning and delivering a performance	Gatsby: universal transferability of blues improve skills		Gatsby: universal transferability of blues improve skills	
<b>Mental and Physical Well-being</b>	Acknowledging the benefits of listening to music and broadening	Developing a love of performing and the aesthetic benefits of playing	Understanding the cultural context of the origin of the blues and		Fostering an appreciation of historical developments in music and	
<b>Cross-Curricular Links</b>	History, Geography, Dance; SMSC: Spiritual, Cultural	Drama, Dance; SMSC: Spiritual, Social, Moral, Cultural	History, Geography, Dance; SMSC: Spiritual, Social, Moral, Cultural		History, Drama, Art; SMSC: Spiritual, Social, Moral, Cultural	
<b>Extra-Curricular Links</b>	European Day of Languages: link to Do Now task. Black History	STEAM Day	National technology day		World Health Day: focus on mental health Cultural	
<b>Precise Learning Endpoints:</b>	1. Students will be able to demonstrate increasing listening	1. Students will be able to perform a piece of their choice either as a	1. Students will develop a deepening understanding of how cultural		1. Students will develop a deepening understanding of the history of	
<b>Music</b>	Autumn Term		Spring term		Summer term	
<b>Year 9</b>	1	2	3	4	5	6
<b>Topic Summary</b>	Theoretical Principles		Composing		Rhythms of the World	
<b>Thinking Hard</b>	<b>Acquiring knowledge, creating independence:</b> How can I apply	<b>Mastery of learning:</b> How can I listen critically to performances in	<b>Not fearing failure:</b> How can I develop material into an appropriate		<b>Development of literacy:</b> How can I consolidate my knowledge of the	
<b>Developing Character</b>	Curiosity, self assurance, self control, grit, optimism: How can I	<b>Cooperation, grit, resilience, kindness, self assurance:</b> How can I	<b>Self assurance, mindfulness, self control, curiosity, kindness:</b> How		<b>Grit, optimism, self assurance, curiosity:</b> How is the fundamental	
<b>Understanding Diversity</b>	<b>Acquiring cultural capital and Awareness of where you live:</b> How	<b>Being a world citizen:</b> How can I continue to listen to and appreciate	<b>Acquiring cultural capital and Awareness of where you live:</b> How		<b>Understanding environmental, physical and mental diversity:</b> How	
<b>Literacy Reading, Oracy</b>	Reading: Classic FM article on importance of reading music	Reading: Evelyn Glennie article	Reading: SUU article on how technology has impacted the music		Reading: Errollyn Wallen biography (ISM 2020 Distinguished	
<b>Gatsby, Careers</b>	Gatsby: using Sib software as industry notation leader	Gatsby: planning and delivering a performance	Gatsby: profiling an inspiration and researching their career.		Gatsby: presentation on the career of an inspiration	
<b>Mental and Physical Well-being</b>	Experiencing the joy of creating music and celebrating success.	Developing a greater appreciation of performing music with	Developing a greater confidence in creating and enjoying your		Appreciating and enjoying music from different cultures and	
<b>Cross-Curricular Links</b>	SMSC: Spiritual, Social, Moral, Cultural; RSHE: Developing self	Drama, Dance; SMSC: Spiritual, Social, Moral, Cultural; RSHE-	Drama, Dance, Art, Computing; SMSC: Spiritual, Social, Moral,		Drama, Dance, History, Geography; SMSC: Spiritual, Social, Moral,	
<b>Extra-Curricular Links</b>	European Day of Languages: link to Do Now task. Black History	STEAM Day	National technology day		World Health Day: focus on mental health Cultural	
<b>Precise Learning Endpoints:</b>	1. Students will be able to compose a multi-layered composition	1. Students will be able to build on the performance skills gained in	1. Students will work collaboratively to create a group composition		1. Students will develop a deepening understanding of how cultural	
<b>Music</b>	Autumn Term		Spring term		Summer term	
<b>Year 10</b>	1	2	3	4	5	6
<b>Topic Summary</b>	Film and Video Game Music		Conventions of Popular Music		The Concerto Through Time	
<b>Thinking Hard</b>	<b>Acquiring knowledge, being creative:</b> How can I create music to	<b>Development of literacy:</b> In what ways is the music composed for	<b>Mastery of learning:</b> How does music develop across the decades in		<b>Acquiring knowledge:</b> How did the concerto genre develop and what	
<b>Developing Character</b>	<b>Grit, resilience, independence:</b> How can I develop my	<b>Curiosity, grit, self assurance:</b> How can I draw on the knowledge I	<b>Curiosity, mindfulness, kindness:</b> How can I contribute musically to		<b>Curiosity, mindfulness, independence:</b> How can I broaden my	
<b>Understanding Diversity</b>	<b>Understanding environmental, physical and mental diversity:</b>	<b>Understanding environmental, physical and mental diversity:</b> How is	<b>Understanding democracy, Being a world citizen:</b> What cultural		<b>Acquiring cultural capital:</b> How can I understand the cultural	
<b>Literacy Reading, Oracy</b>	Reading: Classic FM article on importance of reading music	Reading: Evelyn Glennie article	Reading: SUU article on how technology has impacted the music		Reading: Errollyn Wallen biography (ISM 2020 Distinguished	
<b>Gatsby, Careers</b>	Gatsby: assuming the role of a film composer	Gatsby: planning and presenting a performance	Gatsby: how the lives of pop musicians changed over the decades to		Gatsby: historical perspectives on the changing role of the composer	
<b>Mental and Physical Well-being</b>	Developing your creative voice and experiencing the way in which	Developing your creative voice and experiencing the way in which	Exploring our response to popular music in both of inherent and		Exploring our response to popular music in both of inherent and	
<b>Cross-Curricular Links</b>	Media; SMSC: Spiritual, Social, Moral, Cultural; RSHE: Developing	Media, Computing; SMSC: Spiritual, Social, Moral, Cultural	Dance, Drama, English; SMSC: Spiritual, Social, Moral, Cultural;		Dance, Drama, English; SMSC: Spiritual, Social, Moral, Cultural; RSHE-	
<b>Extra-Curricular Links</b>	European Day of Languages: link to Do Now task. Black History	STEAM Day	National technology day		World Health Day: focus on mental health Cultural	
<b>Precise Learning Endpoints:</b>	1. Students will produce an extended composition that	1. Students will produce performances that demonstrate increasing	1. Students will demonstrate ensemble skills through the rapid		1. Students will produce their own original songs using the	
<b>Music</b>	Autumn Term		Spring term		Summer term	
<b>Year 11</b>	1	2	3	4	5	6
<b>Topic Summary</b>	Integrated Portfolio		Practical Portfolio		Revision of all areas	
<b>Thinking Hard</b>	<b>Not fearing failure, creating ambition:</b> How can I apply	<b>Being creative:</b> How can I apply everything I have learned to my final	<b>Development of literacy:</b> How can I develop detailed and precise		<b>Mastery of learning:</b> How can I develop detailed and precise	
<b>Developing Character</b>	<b>Grit, resilience, independence:</b> How can I apply everything I have	<b>Grit, resilience, independence, kindness, empathy:</b> How can I apply	<b>Grit, resilience, independence, optimism:</b> How can I ensure that the		<b>Grit, resilience, independence, optimism:</b> How can I ensure that I am as well	
<b>Understanding Diversity</b>	<b>Awareness of where you live, No limits to your destination:</b> How	<b>Awareness of where you live, No limits to your destination:</b> How	<b>Acquiring cultural capital:</b> How can I understand the cultural		<b>Understanding environmental, physical and mental diversity:</b> How	
<b>Literacy Reading, Oracy</b>	Reading: Classic FM article on importance of reading music	Reading: Evelyn Glennie article	Reading: SUU article on how technology has impacted the music		Reading: Errollyn Wallen biography (ISM 2020 Distinguished	
<b>Gatsby, Careers</b>	Gatsby: planning and delivering a performance.	Gatsby: creating compositions to set briefs	Gatsby: options at post 16 and preparing for auditions		Gatsby: options at post 16 and preparing for auditions	
<b>Mental and Physical Well-being</b>	Using music as an outlet for emotions	Using music as an outlet for emotions	Revision techniques to alleviate unnecessary pressure; taking pride in		Revision techniques to alleviate unnecessary pressure; taking pride in	
<b>Cross-Curricular Links</b>	Drama, Dance; SMSC: Spiritual, Social, Moral, Cultural; RSHE-	Drama, Dance; SMSC: Spiritual, Social, Moral, Cultural; RSHE-	SMSC: Spiritual, Social, Moral, Cultural; RSHE- Developing confidence		SMSC: Spiritual, Social, Moral, Cultural; RSHE- Developing confidence	
<b>Extra-Curricular Links</b>	European Day of Languages: link to Do Now task. Black History	STEAM Day	National technology day		International Women's Day Cultural	
<b>Precise Learning Endpoints:</b>	1. Students will select and record a solo that demonstrates	1. Students will select and record an ensemble that	1. Students will continue to refine their performing, composing		1. Students will complete the CA portfolios to the highest	