

Theme/Concept	(KS2)	Year 7	Year 8	Year 9	Year 10	Year 11	(Post-16)
Analysis (Constructive) (Tacit & Declarative)	<i>listen with increasing aural memory; use and understand musical notations; appreciate and understand music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music.</i>	Introduction to Musical Elements Instrument notation Keyboard, Guitar tab, Drum kit tab. Note values.	Specialise in notation for chosen instrument and read more complex notation and music terminology Musical Elements	Specialise in notation for chosen instrument and read more complex notation and music terminology Musical Elements	Unit 1 - Performing 1.1 Research and rehearsal 1.2 Performance 1.3 Review and reflect	Unit 3 3.1 Planning performance work 3.2 Promoting and Pitching 3.3 Evaluating and reflecting	<i>Music covering a variety of genres to the present day across a variety of musical disciplines develop practical skills in performance, composition, sequencing, recording and improvisation</i>
		Music Periods through time Renaissance, Baroque, Classical, Romantic, Modern. Famous Composers from the music periods.	Music Genres and Famous Artists Blues & Jazz, Hip hop/Rap, Reggae, Latin, Funk, Dance.	Music Genres and Famous Artists Computer/Electronic, Pop, RnB, Disco, Rock, Alternative Rock.	Composer and intentions, intended style/genre, themes, performance space, purpose, relationship between audience and performer, target audience	3.1.1. Factors influencing the creation of performance work 3.1.2 Creating performance work 3.2.1.Promoting 3.2.2 Pitching 3.3.1 Evaluating the success 3.3.2 Reflecting	<i>Exploring Music and Professional Development. either Music Performance OR Music Production. Music Project which will be based on performing arts industry.</i>
Composition (Expressive)	<i>improvise and compose music for a range of purposes using dimensions of music</i>	Rhythm based Create their own rhythms, Melodies. Garage band – music structure, texture, automation and genres.	Create riffs and motifs using Garage Band to a set brief Live note and Step note input Full multilayered pieces set to genres being studied	Create riffs and motifs using Garage Band to a set brief Live note and Step note input Full multilayered pieces set to genres being studied	Unit 2 - Composition using technology Elements of music, effects, sampling, panning, sequencing, live and recorded sounds; scores/lead sheets, recording.		
Performance (Technical) (Procedural)	<i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>	Sample a variety of instruments and select one instrument to specialise playing in: Solo Performance Ensemble Performance	Perform complex rhythms and use a wide range of pitch Rock school Grading Solo Performance Ensemble Performance	Develop focus on dynamics and technique. Perform ambitious pieces of music Rock School Grading Solo Performance Ensemble Performance	Unit 1 - Performing 1.1 Research and rehearsal 1.2 Performance 1.3 Review and reflect		<i>Develop the musical and intellectual abilities appropriate to solo/Group performance. An awareness of style and interpretation, as well as effective preparation and communication</i>

Time of Year	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	Keyboard Performance, notation reading, Musical elements	Jazz and Blues Music - Famous Musicians, Music Technology - Composition/Sequencing, Musical Elements	Computer Game music and Electronic Music, Famous Artists (Performance skills),Composition- Sequencing, Musical Elements	Solo performance, Practice skills, Performance recording	Unit 2 - Creating 2.1.1 Exploring, 2.1.2 elements of music, effects, sampling, panning, sequencing, live and recorded sound; scores/ lead sheets, recordings
Autumn 2	Renaissance Period, Famous Artists, Music Technology - Composition/Sequencing, Musical elements,	Jazz and Soul - Famous Musicians, Instrumental skills, Musical Elements	Popular Music - Decades, Famous Artists (Performance skills), Composition-Sequencing, Musical Elements	Music sequencing, Composition Skills, Musical Elements	2.2.1 - Creating original work, knowledge and use of processes of composition - consideration of the elements of music - consideration of style - knowledge and use of technology as a tool to manipulate sound
Spring 1	Baroque Period, Famous Artists, Guitar performance, Guitar TAB, Musical elements	Film Music - Music Technology - Composition/Sequencing, Musical Elements	Popular music - Decades, Famous Artists (Performance skills),Composition -Sequencing, Musical Elements	Unit 1 - Performance 1.1 Research and rehearsal	2.3.1 Evaluating original work 2.3.2 Refining original work Unit 3 Performing Arts in Practice 3.1.1 Factors influencing the creation of performance work, 3.1.2 Creating performance work
Spring 2	Classical Period, Famous Artists, Music Technology - Composition/Sequencing, Musical Elements	Reggae - Instrumental Skills, Musical Elements	Disco music and Electronic Music, Famous Artists (Performance skills),Composition- Sequencing, Musical Elements	Unit 1 - Performance 1.2 Performance 1.3 Review and reflect	3.2.1 Promoting, 3.2.2 Pitching, 3.2.1 Evaluating the success of planning, promoting and pitching, 3.2.2 Reflecting
Summer 1	Romantic Period, Famous Artists, Drum Kit Performance, Drum TAB, Musical Elements	Dance Music, Music Technology - Composition/Sequencing, Musical Elements	Rock music, Famous Artists (Performance skills),Composition- Sequencing, Musical Elements	Unit 1 - Performance 1.2 Performance - Music sequencing, Composition Skills, Musical Elements	3.2.1 Evaluating the success of planning, promoting and pitching 3.2.2 Reflecting
Summer 2	Modern Music, Famous Artists, Music Technology -Composition/Sequencing , Musical Elements	Funk Music, Famous Artists, Instrumental Skills, Musical Elements	Alternative Rock music, Famous Artists (Performance skills),Composition- Sequencing, Musical Elements	Music sequencing, Composition Skills, Musical Elements	External Examination ---