

City of Rochester School Music Curriculum

City of Rochester School 1

Music Curriculum

Key Stage 1 – 4

Intent

- Music is a universal language that embodies one of the highest forms of creativity. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. Music at City of Rochester School aims to provide a broad, balanced and differentiated curriculum, ensuring the progressive development of musical concepts, knowledge and skills.
- We believe that music plays an integral role in helping children to feel part of a community, therefore we provide opportunities for all children to create, play, perform and enjoy music both in class and to an audience. Through performances, children showcase their talent and their understanding of performing with awareness of others. Lessons enable children to develop their skills, appreciate a wide variety of music and begin to appraise a range of musical genres.
- The Board of Trustees which comprises experts in SEN and in particular ASD, have been actively involved in curriculum design. This means that the curriculum is fit for purpose for children with special educational needs. A large part of the curriculum is

Implementation

- The music curriculum ensures children sing, listen, play, perform and evaluate. The elements of music are taught in the
 lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played,
 appreciated and analysed. In lessons children learn key aspects of music through cross-curricular links. They also learn how
 to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or
 analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which
 develops the understanding of musical elements without the added complexity of an instrument.
- Staff have access to a bespoke and whole school training programme which enables them to meet the individual needs of
 pupils in relation to their diagnosis of ASD and other co-morbidities together with subject specific/curriculum training.
 Examples include: Understanding Autism, how the developing brain works, visits to other schools to observe and learn
 from best practice, subject specific training, memberships and participation in subject associations, participating in
 curriculum meetings, access to on-line resources for example Optimus Education.
- Quality Assurance activities include: half-termly book monitoring, learning walks, formal and informal lesson observations, including peer to peer observations, pupil surveys and curriculum team meetings.

Impact

- Whilst in school, children have access to a varied programme, which allows them to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a child may access fundamental abilities such as: achievement, self confidence, interaction with and awareness of others, and self-reflection.
- Music will also develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. Children are able to enjoy music in as many ways as they choose either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives
- Attainment is measured using SIMs and is designed for continuous use. Teachers record the small steps pupils make and use these steps to build a bigger picture of the pupils' learning and achievements.
- Regular feedback is sought from pupils through the School Council (half-termly), pupil surveys, (termly), parent surveys (annually), staff surveys (annually)
- Confidence, Resilience and Success are core values at City of Rochester School. This means that the acquisition of social skills and personal development are of paramount importance to our pupils to life beyond school. Impact is therefore demonstrated through social and linguistic development which the school evidences through case studies.
- Pupils have significant barriers to learning which the school works hard to help pupils overcome. This means that the school works with a wide variety of partners such as medical professionals, curriculum partners, parents/carers, education professionals and the wider community to promote pupil's engagement in learning.

Statutory Guidance – Music

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Links To Other Subjects

Music, as well as making its own distinctive contribution to the school curriculum, also helps to develop skills in other areas, especially in the development of Literacy (language skills, rhythm, rhyme, research, creative writing, communicating ideas), Maths (patterns, sequences and processes), dance, art, ICT (composing, notation, research, use of iPads and recording for assessment), and PSHE (reflecting, listening, creating, performing).

Curriculum Overview

* Our curriculum is designed with our children in mind but is subject to change. Units may be moved around to suit children's interests, current affairs and to make better use of resources. If this happens staff ensure that there is breadth and balance across the year to ensure coverage.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Internation	Never Eat	Royal Patrons	Unity in the	Going Wild –	Jurassic Hunter –
	Media	Shredded	– Zadok The	Community –	Carnival of	Body Percussion
Year 1	Station –	Wheat – Earth	Priest	Notation	the Animals	
(Neptune	Music and its	Music				
and Sun)	Purpose	Come Fly With				
		Me – Christmas				
		Glockenspiels				
	Happily Ever	Paddington's	Children's	Land Ahoy! –	Light up The	The Visionary -
	After –	Passport –	Champion -	Pirate Songs	World –	GarageBand
	Sleeping	London Bridge	Songwriting		Singing Songs	
Year 2	Beauty	is Falling Down			of the Sun	
		Zero to Hero –				
		Great				
		Composers				

KS1

KS2

Year 3 (Jupiter and Mercury)	That's All Folks – Film Music	Three Giant Steps – British Composers Come Fly With Me – African Drumming and Singing	May the Force Be With You – Connect It	Athens vs Sparta – Ancient Greeks	Rainforests – Soundscapes	Out and About – Folk Music
Year 4	Lightening Speed – Computer Game Music	Lindow Man – Cry Freedom – Songs of the Slaves	Rocky the FIndosaur -	Law and Order - Reading Notation	Picture Our Planet – Weather and Seasons	Viking Warrior – Viking Saga Songs
Year 5	Mission Control – The Planets Suite	Pharoah Queen – Ancient Worlds I Have a Dream – Hairspray	In Your Element – Musical Elements	Wars of the World – Britain Since 1930	Global Warning - Recycling	Pupil Voice Projects
Year 6 (Pluto and Earth)	A World of Bright Ideas – Ukulele	Time Team – No Place Like Come Fly With Me – West Side Story	Go With the Flow – Water Music	You're Not Invited – Rap/Protest Songs	Full of Beans – Machines	Titanic – Sea Shanties

KS3

Year 7	Carnival of the Animals	Ukulele Skills	Keyboard Skills
Year 8	Gamelan	Blues	Garage Band – Dance Music
Year 9	Music and Advertising	Film Music	Band Skills

KS4

Year 10	The Music Indu	istry	Introduci	ng Music Pe	rformance	Introducin	g Music Com	position
BTEC Year			Introducing Music Performance			incloadening maste composition		
1								
Year 11								
BTEC Year	Managing a Music Product		The Music	c Industry		Introducin	g Music Com	position
2			,					
Explore	Part A – Take	Part B – Find	Dort C. Crooto			Part D - Share		
Arts Award	Part	out	Part C – Create					
Bronze	Part A – Take	Part B –	Part C – F	ind Out		Part D - Share		
Arts Award	Part	Experience	Fait C - I			Part D - Silare		
Silver Arts Award	Unit 1 Part A – Plan an Arts Challenge	Part B – Implement and Review the Arts Challenge	Part C – Review Arts Events	Part D – Arts Research	Unit 2 – Plan a Leadership Project	Part B – Plan the Practical Issues	Part C – Effective Arts Leadership	Part D – Working Effectively With Others

KS5

Gold Arts Award	Unit 1 Part A – Extend Own Arts Practice	Part B – Career Development Opportunities in the Arts	Part C – Research Practitioners and Review Arts Events	Part D – Form and Communicate a View on an Arts Issue	Unit 2 Part A – Leadership Project Aims and Outcomes	Part B – Organise People and Resources	Part C – Manage the Project	Part D – Manage A Public Showing
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Detailed Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Internation Media Station – Music and its Purpose	Never Eat Shredded Wheat – Earth Music Come Fly With Me – Christmas Glockenspiels	Royal Patrons – Zadok The Priest	Unity in the Community – Notation	Going Wild – Carnival of the Animals	Jurassic Hunter – Body Percussion
Learning Objectives	Pupils should be taught					
Covered	 use their voices confidently in different ways. Explore how sounds can be made and changed. Recognise how sounds can be made and changed. Identify the beat in different pieces of music. Identify long and short sounds in music. Respond appropriately to musical instructions. Respond verbally and physically to different musical moods. Create and choose 	 use their voices confidently in different ways. Explore how sounds can be made and changed. Recognise how sounds can be made and changed. Identify the beat in different pieces of music. Identify long and short sounds in music. Respond appropriately to musical instructions. Respond verbally and physically to different musical moods. Create and choose 	 use their voices confidently in different ways. Explore how sounds can be made and changed. Recognise how sounds can be made and changed. Identify the beat in different pieces of music. Identify long and short sounds in music. Respond appropriately to musical instructions. Respond verbally and physically to different musical moods. Create and choose 	 use their voices confidently in different ways. Explore how sounds can be made and changed. Recognise how sounds can be made and changed. Identify the beat in different pieces of music. Identify long and short sounds in music. Respond appropriately to musical instructions. Respond verbally and physically to different musical moods. Create and choose 	 use their voices confidently in different ways. Explore how sounds can be made and changed. Recognise how sounds can be made and changed. Identify the beat in different pieces of music. Identify long and short sounds in music. Respond appropriately to musical instructions. Respond verbally and physically to different musical moods. Create and choose 	 use their voices confidently in different ways. Explore how sounds can be made and changed. Recognise how sounds can be made and changed. Identify the beat in different pieces of music. Identify long and short sounds in music. Respond appropriately to musical instructions. Respond verbally and physically to different musical moods. Create and choose

 to given starting points. Follow pitch movements with their hands and use high, low and middle voices. Repeat short, rhythmic and melodic patterns to 	 to given starting points. Follow pitch movements with their hands and use high, low and middle voices. Repeat short, rhythmic and melodic patterns to 	 to given starting points. Follow pitch movements with their hands and use high, low and middle voices. Repeat short, rhythmic and melodic patterns to 	 to given starting points. Follow pitch movements with their hands and use high, low and middle voices. Repeat short, rhythmic and melodic patterns to 	to given starting points. Follow pitch movements with their hands and use high, low and middle voices. Repeat short, rhythmic and melodic patterns to a given beat.	 to given starting points. Follow pitch movements with their hands and use high, low and middle voices. Repeat short, rhythmic and melodic patterns to
a given beat.	a given beat.	a given beat.	a given beat.		a given beat.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 2	Happily Ever After – Sleeping Beauty	Paddington's Passport – London Bridge is Falling Down Zero to Hero – Great Composers	Children's Champion - Songwriting	Land Ahoy! – Pirate Songs	Light up The World – Singing Songs of the Sun	The Visionary - GarageBand
Learning Objectives Covered	 Pupils should be taught to: Select and order sounds withing simple structures and sounds in response to given starting points. Experiment with, create, select and combine sounds using inter-related 	 Pupils should be taught to: Select and order sounds withing simple structures and sounds in response to given starting points. Experiment with, create, select and combine sounds using inter-related 	 Pupils should be taught to: Select and order sounds withing simple structures and sounds in response to given starting points. Experiment with, create, select and combine sounds using inter-related 	 Pupils should be taught to: Select and order sounds withing simple structures and sounds in response to given starting points. Experiment with, create, select and combine sounds using inter-related 	 Pupils should be taught to: Select and order sounds withing simple structures and sounds in response to given starting points. Experiment with, create, select and combine sounds using inter-related 	 Pupils should be taught to: Select and order sounds withing simple structures and sounds in response to given starting points. Experiment with, create, select and combine sounds using inter-related
	musical dimensions eg tempo and pitch					

Represent sounds	Represent sounds	Represent sounds	Represent sounds	Represent sounds	Represent sounds
with symbols.	with symbols.	with symbols.	with symbols.	with symbols.	with symbols.
Play musical	Play musical	 Play musical 	 Play musical 	Play musical	 Play musical
instruments with	instruments with	instruments with	instruments with	instruments with	instruments with
expression and	expression and	expression and	expression and	expression and	expression and
control, listening	control, listening	control, listening	control, listening	control, listening	control, listening
and observing	and observing	and observing	and observing	and observing	and observing
carefully.	carefully.	carefully.	carefully.	carefully.	carefully.
Identify the beat	• Identify the beat	Identify the beat	• Identify the beat	Identify the beat	 Identify the beat
and join in getting	and join in getting	and join in getting	and join in getting	and join in getting	and join in getting
fast and slower	fast and slower	fast and slower	fast and slower	fast and slower	fast and slower
together.	together.	together.	together.	together.	together.
Recognise and	Recognise and	Recognise and	Recognise and	Recognise and	Recognise and
explore how	explore how	explore how	explore how	explore how	explore how
sounds can be	sounds can be	sounds can be	sounds can be	sounds can be	sounds can be
organised.	organised.	organised.	organised.	organised.	organised.
Begin to sing in	Begin to sing in	• Begin to sing in	• Begin to sing in	Begin to sing in	• Begin to sing in
tune with	tune with	tune with	tune with	tune with	tune with
expression and	expression and	expression and	expression and	expression and	expression and
control.	control.	control.	control.	control.	control.
Recll, perform and	• Recll, perform and	• Recll, perform and	• Recll, perform and	• Recll, perform and	• Recll, perform and
accompany simple	accompany simple	accompany simple	accompany simple	accompany simple	accompany simple
songs, sequences	songs, sequences	songs, sequences	songs, sequences	songs, sequences	songs, sequences
and rhythmic	and rhythmic	and rhythmic	and rhythmic	and rhythmic	and rhythmic
patterns.	patterns.	patterns.	patterns.	patterns.	patterns.
Perform long and	Perform long and	• Perform long and	• Perform long and	Perform long and	• Perform long and
short sounds in	short sounds in	short sounds in	short sounds in	short sounds in	short sounds in
music in response	music in response	music in response	music in response	music in response	music in response
to symbols.	to symbols.	to symbols.	to symbols.	to symbols.	to symbols.
Respond to a range	Respond to a range	Respond to a range	• Respond to a range	Respond to a range	Respond to a range
of high-quality live	of high-quality live	of high-quality live	of high-quality live	of high-quality live	of high-quality live
and recorded	and recorded	and recorded	and recorded	and recorded	and recorded
music.	music.	music.	music.	music.	music.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	That's All Folks – Film	Three Giant Steps –	May the Force Be	Athens vs Sparta –	Rainforests –	Out and About – Folk
Year 3	Music	British Composers Come Fly With Me – African Drumming and Singing	With You – Connect It	Ancient Greeks	Soundscapes	Music
Learning Objectives Covered	 Pupils should be taught to: Explore the way sounds can be combined and used expressively Improvise repeated patterns Compose and perform simple accompaniments recognising different musical elements and how they can be used together to compose. Explore sounds using symbols and ICT. Begin to recognise, recall and perform simple rhythmic patterns Recognise and explore different combinations of pitch sounds Listen carefully and recognise patterns and increase aural memory. Begin to sing in tune expressively with an awareness of beat and rhythm. Perform with control and awareness of audience. 	 Pupils should be taught to: Explore the way sounds can be combined and used expressively Improvise repeated patterns Compose and perform simple accompaniments recognising different musical elements and how they can be used together to compose. Explore sounds using symbols and ICT. Begin to recognise, recall and perform simple rhythmic patterns Recognise and explore different combinations of pitch sounds Listen carefully and recognise patterns and increase aural memory. Begin to sing in tune expressively with an awareness of beat and rhythm. Perform with control and awareness of audience. 	 Pupils should be taught to: Explore the way sounds can be combined and used expressively Improvise repeated patterns Compose and perform simple accompaniments recognising different musical elements and how they can be used together to compose. Explore sounds using symbols and ICT. Begin to recognise, recall and perform simple rhythmic patterns Recognise and explore different combinations of pitch sounds Listen carefully and recognise patterns and increase aural memory. Begin to sing in tune expressively with an awareness of beat and rhythm. Perform with control and awareness of audience. 	 Pupils should be taught to: Explore the way sounds can be combined and used expressively Improvise repeated patterns Compose and perform simple accompaniments recognising different musical elements and how they can be used together to compose. Explore sounds using symbols and ICT. Begin to recognise, recall and perform simple rhythmic patterns Recognise and explore different combinations of pitch sounds Listen carefully and recognise patterns and increase aural memory. Begin to sing in tune expressively with an awareness of beat and rhythm. Perform with control and awareness of audience. 	 Pupils should be taught to: Explore the way sounds can be combined and used expressively Improvise repeated patterns Compose and perform simple accompaniments recognising different musical elements and how they can be used together to compose. Explore sounds using symbols and ICT. Begin to recognise, recall and perform simple rhythmic patterns Recognise and explore different combinations of pitch sounds Listen carefully and recognise patterns and increase aural memory. Begin to sing in tune expressively with an awareness of beat and rhythm. Perform with control and awareness of audience. 	 Pupils should be taught to: Explore the way sounds can be combined and used expressively Improvise repeated patterns Compose and perform simple accompaniments recognising different musical elements and how they can be used together to compose. Explore sounds using symbols and ICT. Begin to recognise, recall and perform simple rhythmic patterns Recognise and explore different combinations of pitch sounds Listen carefully and recognise patterns and increase aural memory. Begin to sing in tune expressively with an awareness of beat and rhythm. Perform with control and awareness of audience.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Lightening Speed –	Lindow Man –	Rocky the FIndosaur -	Law and Order -	Picture Our Planet –	Viking Warrior –
Year 4	Computer Game Music	Cry Freedom – Songs of the Slaves		Reading Notation	Weather and Seasons	Viking Saga Songs
Learning Objectives Covered	MusicPupils should be taught to:• Explore and extend the ways sounds can be combined and used expressively to convey mood and emotion.• Improvise simple tunes based on the pentatonic scale.• Compose and perform simple 	 of the Slaves Pupils should be taught to: Explore and extend the ways sounds can be combined and used expressively to convey mood and emotion. Improvise simple tunes based on the pentatonic scale. Compose and perform simple melodies recognising different musical elements and how they can be used together to compose music. Explore, recall and plan sounds using symbols and ICT. Combine several layers of sound, observing the combined effect. Listen carefully, recognise and use repeated patterns and increase aural memory. Internalise sounds 	 Pupils should be taught to: Explore and extend the ways sounds can be combined and used expressively to convey mood and emotion. Improvise simple tunes based on the pentatonic scale. Compose and perform simple melodies recognising different musical elements and how they can be used together to compose music. Explore, recall and plan sounds using symbols and ICT. Combine several layers of sound, observing the combined effect. Listen carefully, recognise and use repeated patterns and increase aural memory. Internalise sounds 	 Pupils should be taught to: Explore and extend the ways sounds can be combined and used expressively to convey mood and emotion. Improvise simple tunes based on the pentatonic scale. Compose and perform simple melodies recognising different musical elements and how they can be used together to compose music. Explore, recall and plan sounds using symbols and ICT. Combine several layers of sound, observing the combined effect. Listen carefully, recognise and use repeated patterns and increase aural memory. Internalise sounds 	 Pupils should be taught to: Explore and extend the ways sounds can be combined and used expressively to convey mood and emotion. Improvise simple tunes based on the pentatonic scale. Compose and perform simple melodies recognising different musical elements and how they can be used together to compose music. Explore, recall and plan sounds using symbols and ICT. Combine several layers of sound, observing the combined effect. Listen carefully, recognise and use repeated patterns and increase aural memory. Internalise sounds 	 Pupils should be taught to: Explore and extend the ways sounds can be combined and used expressively to convey mood and emotion. Improvise simple tunes based on the pentatonic scale. Compose and perform simple melodies recognising different musical elements and how they can be used together to compose music. Explore, recall and plan sounds using symbols and ICT. Combine several layers of sound, observing the combined effect. Listen carefully, recognise and use repeated patterns and increase aural memory. Internalise sounds
	by singing parts of a	by singing parts of a	by singing parts of a	by singing parts of a	by singing parts of a	by singing parts of a

City of Rochester School 11

| song 'in their heads' |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| and attempt to play |
| simple melodic |
| phrases by ear. |
| Perform with |
| awareness of |
| different parts that |
| others are playing |
| or singing. |

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5	Mission Control – The Planets Suite	Pharoah Queen – Ancient Worlds I Have a Dream – Hairspray	In Your Element – Musical Elements	Wars of the World – Britain Since 1930	Global Warning - Recycling	Pupil Voice Projects
Learning Objectives Covered	 Pupils should be taught to: Improvise melodic and rhythmic phrases Compose form different starting points by developing ideas within musical structures. Explore the use of notation and ICT to 	 Pupils should be taught to: Improvise melodic and rhythmic phrases Compose form different starting points by developing ideas within musical structures. Explore the use of notation and ICT 	 Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes 	 Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for 	 Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	 Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes

support creative	to support	using the inter-related	a range of	• improvise and	using the inter-related
work.	creative work.	dimensions of music	purposes using the	compose music	dimensions of music
 Suggest 	 Suggest 	listen with attention	inter-related	for a range of	listen with attention
improvements to	improvements to	to detail and recall	dimensions of	purposes using	to detail and recall
their own and	their own and	sounds with	music	the inter-related	sounds with
others' work.	others' work.	increasing aural	listen with	dimensions of	increasing aural
 Identify the 	 Identify the 	memory	attention to detail	music	memory
relationship	relationship	 use and understand 	and recall sounds	listen with	 use and understand
between sounds	between sounds	staff and other	with increasing	attention to detail	staff and other
and how music	and how music	musical notations	aural memory	and recall sounds	musical notations
reflects different	reflects different	• appreciate and	• use and	with increasing	appreciate and
intentions.	intentions.	understand a wide	understand staff	aural memory	understand a wide
 Describe and 	 Describe and 	range of high-quality	and other musical	• use and	range of high-quality
compare different	compare different	live and recorded	notations	understand staff	live and recorded
kinds of music	kinds of music	music drawn from	 appreciate and 	and other musical	music drawn from
using key musical	using key musical	different traditions	understand a wide	notations	different traditions
vocabulary.	vocabulary.	and from great	range of high-	appreciate and	and from great
 Listen carefully, 	 Listen carefully, 	composers and	quality live and	understand a wide	composers and
developing and	developing and	musicians	recorded music	range of high-	musicians
demonstrating	demonstrating	 develop an 	drawn from	quality live and	 develop an
musical	musical	understanding of the	different traditions	recorded music	understanding of the
		0	and from great	drawn from	0
understanding.	understanding.	history of music		different	history of music
Perform by ear	Perform by ear		composers and musicians		
Perform rounds	Perform rounds			traditions and	
and part songs,	and part songs,		develop an	from great	
maintaining their	maintaining their		understanding of	composers and	
own part with	own part with		the history of	musicians	
awareness of how	awareness of how		music	develop an	
different parts fit	different parts fit			understanding of	
together to achieve	together to			the history of	
an overall effect.	achieve an overall			music	
 Sing songs with 	effect.				
increasing control	 Sing songs with 				
of breathing,	increasing control				
posture and sound	of breathing,				
projection.	posture and sound				
Use ICT to change	projection.				
and manipulate	• Use ICT to change				
sounds	and manipulate				
	sounds				
	Journas				

Compose their own	Compose their		
instrumental and	own instrumental		
vocal music and	and vocal music		
perform their own	and perform their		
and others'	own and others'		
compositions	compositions		

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 6 Learning Objectives	A World of Bright Ideas – Ukulele Pupils should be taught	Time Team – No Place Like Come Fly With Me – West Side Story Pupils should be	Go With the Flow – Water Music Pupils should be taught to:	You're Not Invited – Rap/Protest Songs Pupils should be taught	Full of Beans – Machines Pupils should be	Titanic – Sea Shanties Pupils should be taught to:
Covered	 Explore the use of notation and ICT to support creative expression. Refine and improve their work through evaluation, analysis and comparison, commenting on how intentions have been achieved Perform significant parts from memory, with awareness of their own contributions. Analyse and compare musical features and 	 Explore the use of notation and ICT to support creative expression. Refine and improve their work through evaluation, analysis and comparison, commenting on how intentions have been achieved Perform significant parts from memory, with awareness of 	 Explore the use of notation and ICT to support creative expression. Refine and improve their work through evaluation, analysis and comparison, commenting on how intentions have been achieved Perform significant parts from memory, with awareness of their own contributions. Analyse and compare musical features and structure using appropriate musical vocabulary. 	 Explore the use of notation and ICT to support creative expression. Refine and improve their work through evaluation, analysis and comparison, commenting on how intentions have been achieved Perform significant parts from memory, with awareness of their own contributions. Analyse and compare musical features and 	 Explore the use of notation and ICT to support creative expression. Refine and improve their work through evaluation, analysis and comparison, commenting on how intentions have been achieved Perform significant parts from memory, with awareness of 	 Explore the use of notation and ICT to support creative expression. Refine and improve their work through evaluation, analysis and comparison, commenting on how intentions have been achieved Perform significant parts from memory, with awareness of their own contributions. Analyse and compare musical features and structure using appropriate musical vocabulary.

 structure using appropriate musical vocabulary. Listen carefully, demonstrating musical understanding and increasing aural memory. Perform solo and lead others from notation. Sub-divide the pulse and identify the metre of different songs through recognising the pattern of strong and weak beats. Use a variety of notation. Perform their own and others' compositions in a way that reflects their meaning and intentions. 	 their own contributions. Analyse and compare musical features and structure using appropriate musical vocabulary. Listen carefully, demonstrating musical understanding and increasing aural memory. Perform solo and lead others from notation. Sub-divide the pulse and identify the metre of different songs through recognising the pattern of strong and weak beats. Use a variety of notation. Perform their own and others' compositions in a way that reflects their meaning and 	 Listen carefully, demonstrating musical understanding and increasing aural memory. Perform solo and lead others from notation. Sub-divide the pulse and identify the metre of different songs through recognising the pattern of strong and weak beats. Use a variety of notation. Perform their own and others' compositions in a way that reflects their meaning and intentions. 	 structure using appropriate musical vocabulary. Listen carefully, demonstrating musical understanding and increasing aural memory. Perform solo and lead others from notation. Sub-divide the pulse and identify the metre of different songs through recognising the pattern of strong and weak beats. Use a variety of notation. Perform their own and others' compositions in a way that reflects their meaning and intentions. 	 their own contributions. Analyse and compare musical features and structure using appropriate musical vocabulary. Listen carefully, demonstrating musical understanding and increasing aural memory. Perform solo and lead others from notation. Sub-divide the pulse and identify the metre of different songs through recognising the pattern of strong and weak beats. Use a variety of notation. Perform their own and others' compositions in a way that reflects their meaning and 	 Listen carefully, demonstrating musical understanding and increasing aural memory. Perform solo and lead others from notation. Sub-divide the pulse and identify the metre of different songs through recognising the pattern of strong and weak beats. Use a variety of notation. Perform their own and others' compositions in a way that reflects their meaning and intentions.
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Carnival of the Animals		Ukulele Skills	Ukulele Skills		
Learning Objectives Covered	 wide range of music f and musicians improvise and compo develop musical idea of musical structures traditions use staff and other re appropriately and acc musical styles, genres play and perform cor solo and ensemble co 	 improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and 		infidently in a range of solo and using their voice, playing Ily, fluently and with accuracy relevant notations ccurately in a range of musical raditions	 play and perform confinant ensemble contexts musically, fluently and expression use staff and other releappropriately and accumusical styles, genres a 	with accuracy and evant notations rately in a range of

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 8	Gamelan		Blues	Blues		sic
Learning Objectives Covered	 develop a deepening understanding of the music that they perform and to which they listen, and its history use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical 		history	which they listen, and its ntly in a range of solo and their voice, playing tently and with accuracy crimination to a wide t composers and ant notations tely in a range of musical ons and extend and develop on a range of musical	 listen with increasing di range of music from gre musicians develop a deepening un music that they perform listen, and its history improvise and compose develop musical ideas b musical structures, style identify and use the inte of music expressively ar sophistication, including different types of scales devices 	eat composers and inderstanding of the in and to which they e; and extend and by drawing on a range of es, genres and traditions er-related dimensions ind with increasing g use of tonalities,

 play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
 listen with increasing discrimination to a wide range of music from great composers and musicians
 improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	Music and Advertising		Film Music		Band Skills	
Learning Objectives Covered	of music expressively sophistication, includ different types of sca devices improvise and comp develop musical idea of musical structures traditions use staff and other r appropriately and ac musical styles, genre play and perform co solo and ensemble c	as by drawing on a range s, styles, genres and elevant notations ccurately in a range of es and traditions nfidently in a range of contexts using their voice, musically, fluently and	 musical ideas by drawin structures, styles, genre listen with increasing d of music from great cor develop a deepening un that they perform and history. play and perform confine ensemble contexts usin 	iscrimination to a wide range mposers and musicians nderstanding of the music to which they listen, and its dently in a range of solo and	and ensemble contexts instruments musically, f and expression	rately in a range of nd traditions dently in a range of solo using their voice, playing fluently and with accuracy er-related dimensions of with increasing g use of tonalities,

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6		
Year 10 BTEC Year 1 Year 11 BTEC Year 2	Pearson BTEC Music Qualification number 600/6818/8							
Explore Arts Award		Arts Award Explore: En	ntry Level Award in the	Arts (Entry 3) - Qualificat	ion number: 600/3894/	9		
Bronze Arts Award		Bronze Arts Award: Level 1 Award in the Arts - Qualification number: 501/0081/6						
Silver Arts Award		Silver Arts Award: Level 2 Award in the Arts - Qualification number: 500/9914/0						
Gold Arts Award		Gold Arts Award	: Level 3 Certificate in t	he Arts - Qualification nu	mber: 500/9666/7			