

Year 7 Music		
Term 1 Stomp	Term 2 Sing Out	Term 3 Classroom Orchestra
<p><u>Unit Aims</u> To learn to perform as part of a musical ensemble and understand music notation. Includes baseline assessment and body percussion.</p> <p><u>Homework</u></p> <ol style="list-style-type: none"> <li>1. Make a junk percussion instrument</li> <li>2. Assessment – Topic questions / key terms</li> </ol>	<p><u>Unit Aims</u> To understand the human voice and how it works – to develop a good open tone focussing on posture and technique (also keyboard skills).</p> <p><u>Homework</u></p> <ol style="list-style-type: none"> <li>1. Research – How my voice works</li> <li>2. Assessment – Topic questions / key terms</li> </ol>	<p><u>Unit Aims</u> To develop the ability to use musical notation to perform classroom arrangements as part of a musical orchestral style ensemble (opportunities for pupils to perform on their instruments). <b>Links to Music GCSE – Ensemble Performance.</b></p> <p><u>Homework</u></p> <ol style="list-style-type: none"> <li>1. Research – Instruments of the Orchestra</li> <li>2. Assessment – Topic questions / key terms</li> </ol>
Term 4 My Song 1	Term 5 Music and Space	Term 6 The Bristol Underground Scene
<p><u>Unit Aims</u> To be able to write and perform a pop music structure using cliché chord progressions (includes lyric writing and rap – <b>strong literacy links</b>) – <b>links to GCSE composition.</b></p> <p><u>Homework Project</u></p> <ol style="list-style-type: none"> <li>1. Flipped Learning – Lyric writing task</li> <li>2. Assessment – Topic questions / key terms</li> </ol>	<p><u>Unit Aims</u> To create musical ideas using a given stimulus – based on Holst 'The Planets' pupils create soundtracks to the Planets Mars &amp; Venus (<b>Strong links to GCSE</b>).</p> <p><u>Homework</u></p> <ol style="list-style-type: none"> <li>1. Listening Activity – Questions based on Holst extracts.</li> <li>2. Assessment – Topic questions / key terms</li> </ol>	<p><u>Unit Aims</u> To develop awareness of Windrush Generation local links / BLM topic focus, trip-hop and multicultural music in Bristol</p> <p><u>Homework</u></p> <ol style="list-style-type: none"> <li>1. Flipped Learning - Booklet task</li> <li>2. Assessment – Topic questions / key terms</li> </ol>

Year 8 Music		
Term 1 Music of Africa	Term 2 Dance Music (EDM)	Term 3 Reggae Music
<p><u>Unit Aims</u> To understand the importance of cultural diversity – pupils learn about traditional African communities and learn about traditional African drumming and singing.</p> <p><u>Homework</u></p> <ol style="list-style-type: none"> <li>1. FL – Rhythm Project video questions (<b>GL links</b>)</li> <li>2. Assessment – Topic questions / key terms</li> </ol>	<p><u>Unit Aims</u> To develop keyboard skills and pupils use Music ICT with a focus on EDM structure – pupils learn to perform hooks, basslines and riffs and compose their own EDM piece.</p> <p><u>Homework</u></p> <ol style="list-style-type: none"> <li>1. Assessment – Topic questions / key terms</li> </ol>	<p><u>Unit Aims</u> To learn about the life and significance of Bob Marley – Pupils learn Bob Marley songs and features of Reggae and then compose a song (focus on ‘protest / political’ lyrics with a message).</p> <p><u>Homework</u></p> <ol style="list-style-type: none"> <li>1. Bob Marley Documentary and Questions (<b>Civil war etc. in Jamaica – Links to Global Learning</b>)</li> <li>2. Assessment – Topic questions / key terms</li> </ol>
Term 4 Blues Music	Term 5 Folk Music of the British isles.	Term 6 World Music
<p><u>Unit Aims</u> To develop an understanding of the history and tradition of Blues Music with links to Bristol’s history and involvement in the slave trade. Pupils learn about swing rhythm, 12 bar blues and compose and perform their own Blues songs. (<b>Global Learning / History cross-curricular links</b>)</p> <p><u>Homework</u></p> <ol style="list-style-type: none"> <li>1. Assessment – Topic questions / key terms</li> </ol>	<p><u>Unit Aims</u> Pupils learn about the Folk Music of the British Isles – pupils learn about the importance of the folk tradition and storytelling / transmitting important cultural information through the oral tradition. Pupils perform folk music pieces from Scottish, Welsh, Irish and English cannon.</p> <p><u>Homework</u></p> <ol style="list-style-type: none"> <li>1. Research – Meaning of Skye Boat Song</li> <li>2. Assessment – Topic questions / key terms</li> </ol>	<p><u>Unit Aims</u> To learn about music of China – Pupils write a piece of traditional pentatonic Chinese Music about an Elemental Dragon to perform as part of the ‘Festival of Light’.</p> <p><u>Homework</u></p> <ol style="list-style-type: none"> <li>1. Assessment – Topic questions / key terms</li> </ol>

## Year 9 Music

### Terms 1 and 2

#### Film Music

##### Unit Aims – (GCSE AoS 4 – Film Music)

Pupils learn about synchronising Music to Film – Links to Bristol through using Wallace and Gromitt clips (through Bristol Music Group) – pupils learn about Leitmotifs and using themes to represent character, place and event. Pupils use ICT to ‘score’ music to Harry Potter and W&G clips.

##### Homework

1. Assessment – Topic questions / key terms

#### Pop Factory

##### Unit Aims

To understand the structure of Pop Music songs and how musicians and artists transmit important cultural / social and spiritual information through the medium of popular songs. Pupils research their own songs to perform (preparing a performance and the importance of effective rehearsal – **links to Performance unit of GCSE**)

##### Homework

1. Meaning and message – Decoding the message task.
2. Assessment – Topic questions / key terms

### Terms 3 and 4

#### Music Mogul

##### Unit Aims

Pupils form groups and create a ‘record company’ – they are responsible for writing and ‘releasing’ a song (or songs!) – they have a ‘budget’ (in Excel) and have to manage a budget – a number of roles including ‘record company’ roles – pupils create a product, write a press release, design an image and logo for their group. (Composition is main focus – **link to Music Industry & Composition in GCSE**).

##### Homework

1. Assessment – Topic questions / key terms

#### The Producer

##### Unit Aims

To develop skills in writing and producing electronic music using Ableton and the MIDI controllers. Pupils learn sequencing a drum beat, a bass line and work with clips to create a piece of original music. (**Links to Composition accessing GCSE Music as an electronic performer / producer**)

##### Homework

1. Development of electronic music research task
2. Assessment – Topic questions / key terms

### Terms 5 and 6

#### Musical Origins

##### Unit Aims

To prepare students for GCSE Music by studying and tracing the development of Western Music from Ancient Persia to Modern Day Orchestral Music and everything in-between. **Strong cross-curricular links to History and Global Learning.**

##### Homework

1. Assessment – Topic questions / key terms

#### Remix Academy

##### Unit Aims

To be able to use an acapella vocal and remix it using Ableton. Pupils will use sampled sections of Uptown Funk and combine with a range of their own musical ideas manipulating musical elements to produce their own remix. (**Link to GCSE Composition**)

##### Homework

1. Listening activity – Teams – original vs remix.
2. Assessment – Topic questions / key terms

