

# MUSIC



**Head of Department: Ms Rosanna Mcelroy**

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**SERVICE OPPORTUNITY ASPIRATION REWARD**

# Y9 Music

## Performance of 'Imagine'

Working on chord progressions, harmonic rhythm and performing effectively as an ensemble

## Performance of 'Imagine'

I can compose and perform an original protest song, using inversions and cadences

## Introduction to protest songs

Analysis of lyrics and song structure

## Underscoring a film clip

I can add sound FX, foley and music to animated action

## Perform an arrangement of 'Why so serious'

Students to perform a complete arrangement using learned techniques

## Introduction to film music through leitmotifs

Students to understand the role of a piece of music attached to a specific character in a film through playing leitmotifs

## Understanding the role of music in a film

Understanding how tonality, rhythm and dynamics impact the mood in a film

## Creating an effective EDM arrangement

How to create electronic drum beats to build intensity through layering parts and drop techniques

## Record and arrange 'Faded'

Demonstration of EDM production skills using learned techniques, culminating in an assessment

## Playing in an arrangement

How to play in chord progressions and basslines to metronome and click track

## Introduction to Ableton

Introduction to Ableton software through the track 'Freed from Desire'

# How is your progress measured in Music in Autumn term?

## Autumn:

Autumn 1:	I can record a multiple layered version of 'Freed form Desire' (chords, complex chords, bass, complex bass, riffs) on Ableton Software
Autumn 2:	I can apply all EDM production skills to record and arrange "Faded" using learned techniques

Emerging	Achieving	Excelling
<p>I am able to understand what makes a good arrangement of a song on Ableton software</p> <p>I am able to play and record in two basic elements of an arrangement (chords and bass)</p>	<p>I can recognise and recap what makes a good arrangement of a song, within my own work and the work of others, using a few key terms appropriately in my response</p> <p>I am able to play and record in at least two or more elements of an arrangement, including a basic drum part</p> <p>I am able to reflect on others' work</p>	<p>I can recognise and recap what makes a good arrangement of a song, within my own work and the work of others, using key terminology appropriately in my response</p> <p>I am able to play and record in more complex elements of an arrangement, including a more complex drum part</p> <p>I am able to reflect on my own and others' work using key terminology in my response</p>

# Topic:EDM (Electronic Dance Music)

## *Golden Nugget and Work Hard*

	Golden Nugget	Work Hard
1	I can play the chord progression of 'Freed from Desire' and understand chord construction	Practice building chords using the "play a note, skip a note" pattern (D-F-A, A-C-E, Bb-D-F, C-E-G). Master switching between all four chords smoothly on piano
2	I can set up Ableton with metronome, MIDI/audio tracks, and record basic chord progressions	Learn Logic Pro interface (metronome, play, record, track, edit window). Practice chord changes with metronome timing. Watch setup videos and follow recording procedures
3	I can record and edit piano chords and basslines using Ableton's recording and editing tools	Complete video checklist for instrument setup, project setup, recording chords and bassline. Practice quantizing and editing recorded parts. Master the bassline pattern
4	I can play and record complex basslines and understand the difference between simple and complex arrangements	Practice and record complex bassline variations. Master Riff 1 and Riff 2 patterns. Focus on accurate timing and clean recording techniques
5	I can record multiple layers (chords, complex chords, bass, complex bass, riffs) and add drum loops effectively	Complete full video checklist including drum loops, both riff recordings, and harmony parts. Practice recording riffs in two halves for accuracy, then combine
6	I can build EDM arrangements using markers and understand how texture develops from thin to thick	Create 7-section arrangement with correct markers. Build texture progressively: Intro (piano), Verse (piano + vocals), Chorus (piano + vocals + synth + complex drums + bassline)
7	I can program electronic drums and create effective EDM builds that increase intensity through layering	Study EDM build structure (4 bars + 4 bars + 2 bars + 1 bar + 1 bar + drop). Program drums, match bassline to bass drum, add string chords in different octaves.
8	I can create sophisticated 'build' sections and understand drop techniques in EDM production	Analyze "Wake Me Up" build section. Complete advanced video tasks including drum programming, texture layering, and bass drum matching.
9	I can set up a new Ableton project with 4 different instruments (piano, strings, synth bass, synth lead) for "Faded"	Set up new project with proper track labeling, metronome at 70-80bpm, 4-bar loop. Choose appropriate instruments
10	I can apply all EDM production skills to record and arrange "Faded" using learned techniques (2 week project culminating in an assessment of computer project)	Record and quantize bassline, chords, and riffs for "Faded". Copy piano chords to strings at higher pitch. Complete stretch tasks including broken chords and additional riff patterns

# How is your progress measured in Music in Spring term?

## Spring:

Spring 1:	I can perform an arrangement of 'Why so serious?' including learned film techniques
Spring 2:	I can compose music to underscore a film clip from 'Toy Story'

Emerging	Achieving	Excelling
<p>I am able to understand what makes a good arrangement of a piece of film music using Ableton software</p> <p>I am able to combine rhythmic parts in a structured with an attempt at a successful structure</p> <p>I understand what foley and sounds FX are</p>	<p>I can recognise and recap what makes a good arrangement of a piece of film music, within my own work and the work of others, using a few key terms appropriately in my response</p> <p>I am able to combine rhythmic parts and cluster chords in an arrangement with at least two clear sections</p> <p>I am able to reflect on others' work</p> <p>I can understand and identify what foley and sounds FX are</p>	<p>I can recognise and recap what makes a good arrangement of a piece of film music, within my own work and the work of others, using key terminology appropriately in my response</p> <p>I am able to combine rhythmic parts, cluster chords and dynamics in an arrangement with introduction, main section, development and ending</p> <p>I am able to reflect on my own and others' work using key terminology in my response</p> <p>I can understand, identify and incorporate into my work what foley and sounds FX are</p>

# Topic: Film Music

## *Golden Nugget and Work Hard*

	Golden Nugget	Work Hard
1	I can identify and perform leitmotifs for contrasting characters in film music	Practice playing Hero leitmotif (major key, majestic feel) and Villain leitmotif (minor key, disjunct melody) on keyboard with correct fingering
2	I can understand how tonality, melody & articulation create romantic music in film	Practice "Married Life" melody with legato articulation (smooth, connected notes). Master the waltz-like rhythm in 3/4 time and major key tonality
3	I can use rhythm, accent and dynamics to build tension in film music	Learn and practice the three tension-building rhythms from "Why So Serious". Focus on accenting unexpected beats and using dynamics effectively
4	I can create dissonant cluster chords and understand atonal music for building tension	Practice cluster chord (C-D-E-F-G) and glissando effects. Understand how dissonance creates unsettling feelings for villain/thriller scenes
5	I can perform a complete arrangement of "Why So Serious" using all learned techniques	Combine rhythmic parts, cluster chords, and dynamics in a structured arrangement with introduction, main section, development, and ending
6	I can create chord-based sequences using C, D, F, G chords for film accompaniment for a specific 'Toy Story' clip.	Practice chord progressions and develop rhythmic variations. Learn to hold chords for different durations (1, 2, or 4 bars) to match film action
7	I can add percussion rhythms that build and release tension in film clips	Master basic drum groove pattern: Hi-hat on all 8th notes, Snare on beats 2 & 4, Kick on beats 1 & 3. Practice varying this to match film action
8	I can add appropriate foley sounds and sound effects to match film action	Create everyday sounds for film scenes. Learn to time sound effects precisely with visual action using various instruments and objects
9	I can make effective decisions about the musical arrangement to accompany the 'Toy Story' film clip	Decide how many instruments are required in the musical arrangement to ensure that it is impactful. Experiment with thin and thick musical textures.
10	Assessment – to see how successful you have been composing music to underscore the 'Toy Story' film clip	Did students successfully incorporate an appropriate chord sequence, percussion rhythms to add tension and sound effects and foley to match the action

# How is your progress measured in Music in Summer term?

## Summer:

Summer 1:	I can perform 'Imagine' fluently with good ensemble balance
Summer 2:	I can compose and perform an original protest song

Emerging	Achieving	Excelling
<p>I can perform a section of 'Imagine' or a section of my own pop song <b>accurately (correct notes and rhythms)</b>.</p> <p>I can compose and perform a basic arrangement of an original protest song (chords and lyrics).</p>	<p>I can perform 'Imagine' or my own pop song <b>accurately (correct notes and rhythms)</b> and with <b>technical control (correct hand position and technique)</b>.</p> <p>I can compose and perform an arrangement of an original protest song (with chords, bassline and lyrics).</p>	<p>I can perform 'Imagine' or my own pop song <b>accurately (correct notes and rhythms)</b> with <b>technical control (correct hand position and technique)</b> and with <b>expression (including dynamics)</b>.</p> <p>I can compose and perform an arrangement of an original protest song (with chords, bassline, catchy melody and lyrics).</p>

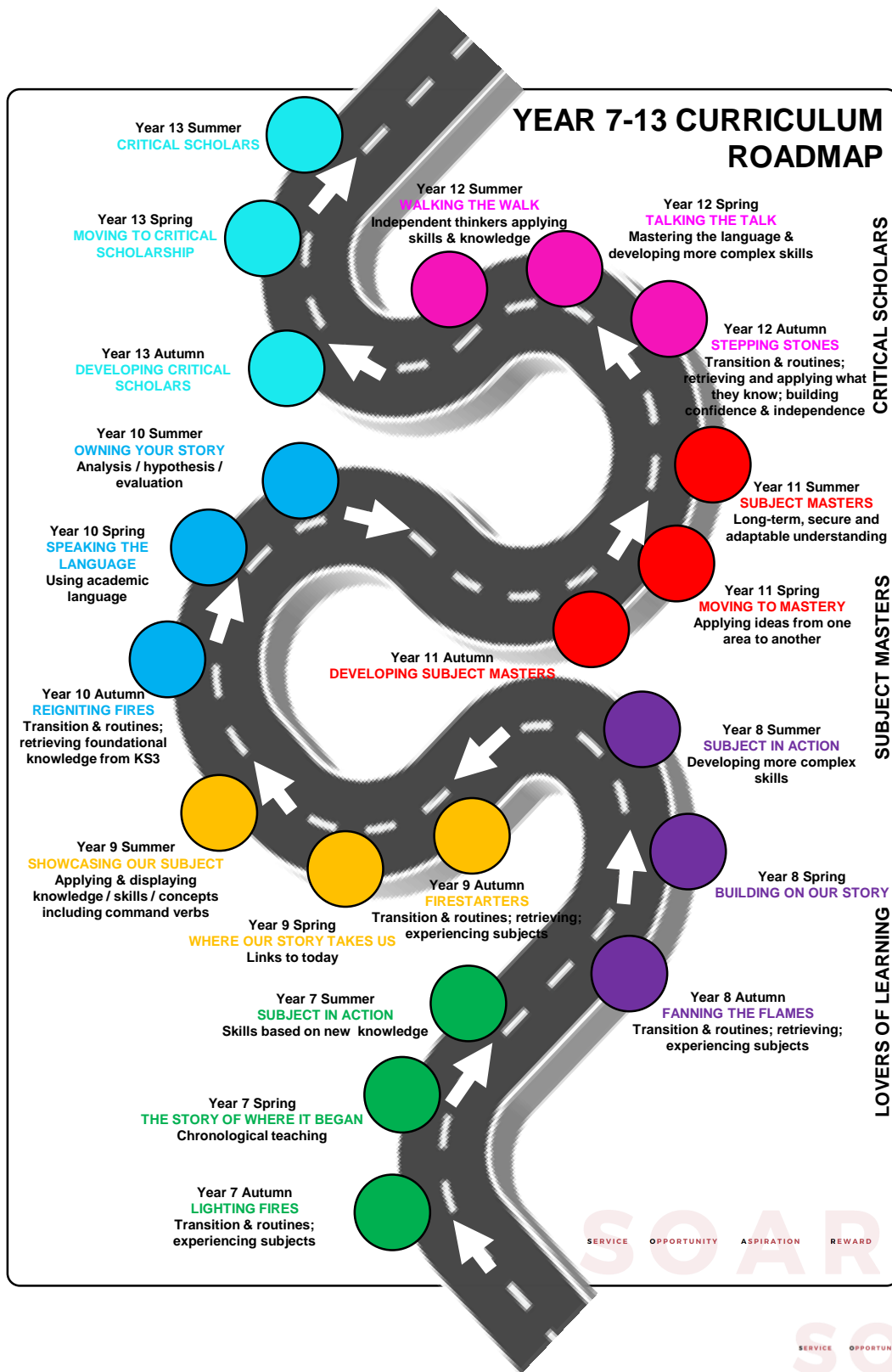
# Topic: Songs for a better world

## *Golden Nugget and Work Hard*

	Golden Nugget	Work Hard
1	I can identify verse, chorus and pre-chorus sections in 'Imagine'	Practice identifying song structures in familiar music. Research other protest songs and their messages – analyse lyrics for themes like peace, unity and social change
2	I can build triads and use roman numeral notation in G major	Practice building triads from the G major scale. Play I-IV-I chord progression on keyboard/guitar. Complete chord chart for 'Imagine' verse progression
3	I can compare different interpretations of the same song	Listen to multiple cover versions of 'Imagine'. Practice describing musical differences using correct terminology. Analyze how arrangements change the emotional impact.
4	I can identify harmonic rhythm, inversions and melismatic singing	Practice identifying chord progressions by ear. Learn to spot countermelodies and their function. Analyze how inversions create smooth basslines.
5	I can identify issues addressed in protest songs	Research protest songs by Edwin Starr, Billie Holiday, Macklemore, Pussy Riot. Identify current social issues suitable for protest songs.
6	I can create root note basslines and identify cadences	Practice playing root note basslines for different chord progressions. Understand tonic as 'home' and identify harmonic movement.
7	I can identify what makes choruses memorable	Practice identifying hooks, repetitive elements, and rhythmic patterns in popular songs. Study how lyrics and melody work together for memorability
8	I can identify cadences and use passing notes in basslines	Practice identifying V-I (perfect) and I-V (imperfect) cadences (finished and unfinished). Practice creating smooth bass lines using stepwise motion
9	I can create simple countermelodies using chord tones	Create countermelodies for G-C-D progressions. Choose notes that move smoothly by step between chords.
10	I can identify the purpose of different song sections	Learn the purpose of each song section. Understand how structure supports lyrical narrative.



# Music Curriculum:KS3



# Curriculum Intent

We **serve** our students with an adaptive curriculum that meets the needs of all. Our different subjects have carefully identified plans outlining, what they teach and why. This is shared with all students, staff and parents to empower our community in their learning journey and includes careful consideration of sequencing of knowledge and skills. Cardinal Pole is committed to providing **opportunities** for staff and students to become life-long lovers of learning through personalised feedback, opportunities for reflection and progression. We are a community of **aspirant** learners where teachers are experts and students are critical scholars. This is achieved through absolute clarity of expectations and constant re-evaluation of needs through a shared language. We **reward** our community of learners by celebrating the successes, progress and achievements of all.

# How do all Music lessons start? (Ready to Learn)

All lessons at Cardinal Pole start with a 'Ready to Learn' activity. The purpose of this is to support retrieval and prepares students for the lesson with recalling relevant knowledge. This activity is printed for students and handed out at the door. Students are expected to sit at their desk immediately and complete the task before sticking it in their books while the teacher welcomes the class and takes the register.

Ready to Learn activities in Music look like this:

## Do Now

1. List the parts of the body that the performers use to create music

2. How would you describe the tempo (speed) of the music?

*The tempo of the music is...*

3. Are the voices singing in unison (same part & the same time)?



# Y7 Music

## Perfecting performances

Final band performances and reflection on project

## Band Skills - Composition

Creating an 8 bar chord sequence using major or minor chords on your chosen instrument (ukulele or keyboard) with an appropriate rhythm

## Band skills – Performance

To accompany a given four-chord song on the keyboard / ukulele / guitar as part of an ensemble.

## Pentatonic Scale: Composition

Individual composition using pentatonic scales

## Applying the pentatonic scale: Hungarian folk song

Pentatonic scale in a different time signature

## Layering music: Amazing Grace

Key dynamic language; how aspects such as volume can change a piece of music

## Introduction to band skills

Looking at playing minor chords and how to build triads

## Band skills – major chords

Looking at playing major chords and the names of the steps of the scale

## Introduction to the pentatonic scale

Call and response using hand positions; 'spider on a rock';

## Perfecting performances

Posture for singing; setting and keeping a tempo; learning lyrics; aural skills; Large group performance: Christmas Carol Concert

## Song study: Amazing Grace

Notated phrase reading as a class; perfecting hand positions

## Stomp and Sing: Composition

Small group devising of body percussion; writing body percussion as a rhythm; using notation

## Layering Music: Sylvie

Stomp and Sing; adding body percussion to; using Kodaly to learn how to rhythm read

## Stomp and Sing: Sylvie

Small group performance: stomp and sing; role of conductors; posture for singing; setting and keeping a tempo

## Song study: Sylvie

Call and response: singing the melody as a group

## Introduction to Music

Call and response; singing as a group

# How is your progress measured in class in Music in Autumn Term?



## Autumn:

Autumn 1:	I can perform an arrangement of 'Sylvie' with body percussion in groups
Autumn 2:	I can compose and perform a 4 bar ostinato which I have notated

Emerging	Achieving	Excelling
<p>I am able to understand what makes a good performance (posture, projection and presence)</p> <p>I am able to apply one of the three areas to my performance (e.g - standing correctly or making sure I am ready by taking a deep breath and counting in)</p>	<p>I can recognise and recap what makes a good performance (posture, projection and presence) within my own performance and in others' performances</p> <p>I am able to apply at least 2 of the three necessary areas to my performance</p> <p>I am able to reflect on others' performances</p>	<p>I can recognise and recap what makes a good performance (posture, projection and presence) within my own performance and in others' performances using key vocabulary (unison, harmony etc)</p> <p>I have taken a key role in my performance and have applied all three elements of what makes a good performance</p> <p>I am able to reflect on my own and others' performances using key vocabulary</p>

# Topic Name: Autumn Term 1

## Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	I am introduced to expectations of the music department	To learn to sing the 'Ms.McElroy' song
2	I perform using my body in different ways	To learn a two bar body percussion pattern
3	I understand basic note values (crotchets and quavers)	To learn an 8 bar vocal melody - 'Sylvie'
4	I understand what an arrangement is (using singing and body percussion)	To practice combining body percussion and singing
5	I know how to perform successfully as an ensemble (posture, projection and presence)	To practice an arrangement of Sylvie
6	I understand the meaning of key vocabulary (tempo, pitch and unison) in the context of performance	To practice an arrangement of Sylvie
7	I can demonstrate knowledge of key vocabulary through peer assessing performances	To perform an arrangement of Sylvie

# Title of Topic: Autumn Term

## 2 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	I can recognise the difference between pulse and rhythm.	Perform simple clapping exercises to keep a steady pulse while a peer performs a rhythm.
2	I understand and can perform crotchets and quavers in 4/4 time.	Clap along with a backing track using notated crotchet and quaver patterns.
3	I can read and clap basic 1-bar rhythms using crotchets, quavers and rests.	Complete a rhythm reading worksheet and perform the patterns accurately.
4	I can perform simple 2-bar rhythms from notation using body percussion.	In pairs, practise and perform notated 2-bar rhythms using hands, chest and thigh.
5	I can compose a 2-bar body percussion rhythm using crotchets and quavers.	Write your rhythm on a grid and perform it to the class.
6	I can perform in a call-and-response structure using body percussion.	Take turns leading and responding with different 1-bar rhythm patterns in pairs.
7	I can compose and rehearse a 4-bar rhythm with structure and dynamics.	Rehearse and perform your final composition in small groups, focusing on fluency and creativity.
8	I can perform my 4 bar rhythm and receive feedback	Perform your final composition in small groups, focusing on fluency and creativity. Peers to feedback.

# How is your progress measured in class in Music in Spring Term?

## Spring:

Spring 1:	I can perform 'Amazing Grace' or 'Fly Peacock Fly' using the pentatonic scale
Spring 2:	I can compose and notate a question and answer phrase melody which is up to 8 bars long

Emerging	Achieving	Excelling
<p>I can perform a section of 'Amazing Grace' or 'Fly Peacock Fly' using the pentatonic scale <b>accurately (correct notes and rhythms)</b>.</p> <p>I have attempted to play at least half of one of the pieces.</p>	<p>I can perform 'Amazing Grace' or 'Fly Peacock Fly' using the pentatonic scale <b>accurately ( correct notes and rhythms)</b> and with <b>technical control (correct hand position and technique)</b>.</p>	<p>I can perform 'Amazing Grace' or 'Fly Peacock Fly' using the pentatonic scale <b>accurately ( correct notes and rhythms)</b> with <b>technical control (correct hand position and technique)</b> and with <b>expression (including dynamics)</b>.</p>



# Topic Name: Spring Term 1

## Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	I know what the pentatonic scale is	To learn the correct hand position for keyboard playing
2	I understand what improvisation is	To begin improvising on the pentatonic scale
3	I understand how both hands function on the keyboard through call and response activities	To play the first half of amazing grace using the correct hand positions
4	I know what dynamics are	To play the second half of 'Amazing Grace' incorporating loud and quiet
5	I am introduced to folk music from other countries	To understand the oral tradition of passing music down generationally
6	I can play music in a new time signature	To play a Hungarian folk song using 3/4 time
7	I can perform a piece using the pentatonic scale	To choose either 'Amazing Grace' or the Hungarian folk song to perform for an assessment
8	I can demonstrate knowledge of key vocabulary through peer assessing performances	To perform on the pentatonic scale and receive feedback

# Topic Name: Spring Term 2

## Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	I know what a melody is that uses question and answer phrases	Students to look at examples of the two pieces that they learned last term and analyze the structure
2	I know how to create a melody that uses the question and answer phrase structure	With scaffolded resources, students learn how to create their own question and answer phrases
3	I can build on my question and answer phrase through adding in an improvised section	Students will work within a prescribed framework to improvise effectively
4	I can notate my ideas	Students to recap rhythm reading in order to write their ideas down with support
5	I can incorporate dynamic markings into my composition	Students to recap key terms ( piano, forte, crescendo, decrescendo) into their notated compositions
6	I can perform my composition	Students to perform their compositions to each other and peer assess. WWW/EBI?

# How is your progress measured in class in Music in Summer Term?

## Summer:

Summer 1:	I can perform 'Blinded by your Grace' as a group on piano or ukulele
Summer 2:	I can compose and perform a 4 chord pop song with a clear melody and lyrics.

Emerging	Achieving	Excelling
I can perform a section of 'Blinded by your grace' or a section of my own pop song <b>accurately( correct notes and rhythms).</b>	I can perform 'Blinded by your Grace' or my own pop song <b>accurately ( correct notes and rhythms)</b> and with <b>technical control (correct hand position and technique).</b>	I can perform 'Blinded by your Grace' or my own pop song <b>accurately ( correct notes and rhythms)</b> with <b>technical control (correct hand position and technique)</b> and with <b>expression (including dynamics).</b>

# Topic Name: Summer Term 1

## Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	I understand what a chord is and how to form one on the keyboard	Practise using thumb, middle finger and pinkie to form a triad starting on C
2	I understand what a chord sequence is through popular song and how to play one	Through watching popular examples of music, practise playing triads starting on C,F and G in a set order and to a set rhythm
3	I understand how to read rhythms in order to add interest to a chord sequence	Practise as a class reading different rhythm patterns using notation before applying that to playing the triads
4	I can begin putting together an arrangement of 'Blinded by your Grace' by Stormzy	Practise singing and rapping 'Blinded by your Grace' in groups of four, whilst accompanying with piano chords
5	To understand the different parts of a ukulele and how to play chords	Students will learn key terms related to the ukulele such as fretboard, strings (etc) through attempting to play three different chords on the instrument (C, Am and F)
6	I can rehearse 'Blinded by your grace' in groups focusing on accuracy, technical control and expression	Students to practise for their performances focusing on performance criteria
7	I understand what musical skills will elevate my performance	Students to share ideas and focus on raising the standard of their work
8	To perform 'Blinded by your grace' in groups	Students to perform to each other and receive feedback

# Topic Name: Summer Term 2

## Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	I understand how to play any triad using degrees of the scale	Students to learn how to form triads through the degrees of the scale and will then practically apply the skill
2	I understand the structure of a modern pop song	Students listen to and analyse different pop songs to inform their understanding of song structure
3	I can create a chord sequence for my own pop song	Students to use prior learning to enable them to experiment with their own 4 chord sequence
4	I can compose a pop song	Students to work in groups to create a chord sequence within a song structure
5	I understand what a chord inversion is	Students to extend their work further by incorporating chords in different inversions
6	I can add a melody and lyrics to my song	Students to create lyrics and a melody in their groups
7	Feedback and consolidation	Students to share work and give feedback

# Y8 Music

## Band musicianship: Improvisation

Adding in a section to the performance piece using improvisation as a compositional tool

## Band performance: 'Bags Groove'

Learning a piece and understanding how to work as a band using song structure and active listening

## Band musicianship: walking bassline

Intro to blues rhythms and chords alongside walking bassline in ensembles

## Introduction to ground bass

Introduction to ground bass with l.h. bassline for performance

## Assessment and reflection

Final performances of Pachelbel's Canon with ground bass

## Band musicianship: The Blues

Intro to 12 bar blues sequences on chosen specialist instrument

## Enhancing the performance

Students to add in dynamics and articulation ready for performance

## Pachelbel's Canon –melodies

Introduction to melodies of varying difficulty using D major– sing it, say it, play it

## Learn to play in canon

Students learn to perform their melodies at different times working towards performance

## Introduction to Baroque music- Pachelbel's canon

Introduction to ground bass and canon through D major scale on keyboard

## Context and composition

Compose a unison ostinato influenced by features of African music

## Composition Assessment

Reflection and evaluation

## Layering music: Kuku

Introduction to texture, playing polyrhythms as part of a small group

## Kuku: Performances

Leading and following as master drummer/ demonstrating djembe skills

## Song Study: Kuku

Learn unison responses and build on djembe skills and signals

## Introduction to West African Drumming

Djembe technique, call and response activity in groups

# How is your progress measured in class in Music in Autumn Term?

## Autumn:

Autumn 1:	I can play and perform 'Kuku' in groups using the djembe correctly
Autumn 2:	I can compose an effective polyrhythmic drum pattern with signs and signals as an ensemble

Emerging	Achieving	Excelling
I can partially play and perform 'Kuku' or my own polyrhythmic pattern in groups using the djembe with some accurately .	I can play and perform 'Kuku' or my own polyrhythmic pattern in groups using the djembe accurately and with technical control.	I can play and perform 'Kuku' or my own polyrhythmic pattern in groups using the djembe accurately, with technical control and dynamics  I can lead parts or all of the group performance.

# Topic Name: Autumn Term 1

## Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	I know how to play the djembe correctly	Introduction to djembe playing technique (bass, tone and slap) and improvising successfully
2	I understand the structure of 'Kuku' so far	In groups, take turns at having someone lead different sections fluently and confidently
3	I can create polyrhythms	Students to play and understand texture in music through rhythmic patterns
4	I can perform all of 'Kuku' fluently in a small group	Recap the structure of 'Kuku' as a group with different students taking the lead of running the ensemble
5	I understand the meaning of a 'Griot' and 'oral tradition'	Learn about griot storytelling tradition in West African society. Begin Assessment Task 2 creating original African-style music
6	I can practise my ensemble skills by being the master drummer or a member of the ensemble	In small groups, members of the ensemble take it in turns to lead and then follow. Students to attempt this without saying words but through gestures.



# Topic Name: Autumn Term 2

## Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	I can understand music's role in West African society and compose unison roles independently	Study the cultural significance of drumming in West African communities.
2	I use the structure of 'Kuku' to create and compose polyrhythmic patterns (lesson 1)	Create three different original rhythms that layer together effectively. Practice composing and collaborate successfully to combine individual compositions into group African-style piece
3	I use the structure of 'Kuku' to create and compose polyrhythmic patterns (lesson 2)	Continuation of the above task
4	I can compose symbols and a unison ostinato	Compose original unison response sections using call-and-response structure. Compose your own start/stop signals and unison ostinato patterns using djembe strokes.
5	I can work together successfully in a group towards my drumming performance assessment	Rehearsal focusing on fluent transitions between sections and confident ensemble performance
6	Assessment lesson	Perform complete original composition featuring: signals, unison ostinato, call-and-response, and polyrhythmic sections.

# How is your progress measured in class in Music in Spring Term?

## Spring:

Spring 1:	I can perform a Baroque melody from Pachelbel's Canon
Spring 2:	I can create a complete canon structure using my composed melodies over Pachelbel's ground bass

Emerging	Achieving	Excelling
I can perform a simple Baroque melody or canon from Pachelbel's Canon partially	I can perform a Baroque melody from Pachelbel's Canon or my own composed canon fully with accuracy and technical control.	I can perform more complex Baroque melodies or my own composed canon with appropriate ornamentation and style accurately, with technical control and dynamics.

# Topic Name: Spring Term 1

## Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	I can identify key characteristics of the Baroque period (1600-1750) and name important composers like Johann Pachelbel	Study the Baroque timeline and listen to examples of Baroque music. Learn about relevant composers and practice identifying Baroque features through listening exercises
2	I can play and recognize the main melodic patterns in Pachelbel's Canon (Melody 1)	Practice performing Melody 1 from Pachelbel's Canon on the keyboard. Focus on accurate pitch, rhythm, and phrasing.
3	I can analyze how melodies fit over a ground bass and understand the relationship between bass line and harmony	Study the structure of Pachelbel's Canon, identifying how the famous ground bass supports different melodies. Practice reading and analyzing musical examples from the Baroque period
4	I can perform more complex Baroque melodies (Melody 4) with appropriate ornamentation and style (lesson 1)	Master the performance of Melody 4, focusing on Baroque performance practices. Work on clean articulation, appropriate tempo, and stylistic interpretation
5	I can perform more complex Baroque melodies (Melody 4) with appropriate ornamentation and style (lesson 2)	Master the performance of Melody 4, focusing on Baroque performance practices. Work on clean articulation, appropriate tempo, and stylistic interpretation
6	Mini assessment	Students to perform to each other and feedback based on the criteria of the Baroque period.

# Topic Name: Spring Term 2

## Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	I can identify and explain polyphonic/contrapuntal texture in Pachelbel's Canon	Practice listening for individual melodic lines within polyphonic textures and understand how they create harmonic progression
2	I can identify key features of Baroque music including basso continuo, ground bass, ornamentation, and typical instruments	Study Baroque musical characteristics: terraced dynamics, ornamentation, harpsichord, violin family, and basso continuo. Practice identifying these features in listening examples
3	I can understand the harmonic structure underlying Pachelbel's ground bass	Learn the chord progression that supports Pachelbel's ground bass. Practice playing the bass line and understand how chords are built upon each pitch.
4	I can compose a simple 4-bar melody that fits over Pachelbel's ground bass	Create original melodies following Pachelbel's compositional approach. Focus on melodic shape, rhythm, and a bass line that is harmonically fitting.
5	I can create a complete canon structure using my composed melodies over Pachelbel's ground bass	Complete the composition project by structuring your composed melodies into a canon format. Each melody should enter 4 bars after the previous one, creating polyphonic texture while maintaining the ground bass throughout
6	I can perform and explain the key features of Baroque music through my own canon that I have composed ASSESSMENT	Demonstrate comprehensive understanding by performing chosen melodies, explaining Baroque features, and analyzing the relationship between melody, harmony, and texture in Pachelbel's Canon

# How is your progress measured in class in Music in Summer Term?

## Summer:

Summer 1:	I can perform the "head" of 'Bag's Groove' fluently in unison
Summer 2:	I can perform 12-bar blues and Bag's Groove as part of a band

Emerging	Achieving	Excelling
I can partially play and perform the head of 'Bag's Groove' and the 12 bar blues accurately .	I can play and perform the head of 'Bag's Groove' and the 12 bar blues accurately, and with technical control.	I can play and perform the head of 'Bag's Groove' and the 12 bar blues accurately, and with technical control and dynamics.

# Topic Name: Summer Term 1

## Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	I can play the 12-bar blues chord progression (I-IV-V pattern)	Practice the three main chords (G, C, D) on piano first, then transfer to specialist instrument. Focus on smooth chord transitions following the 12-bar pattern
2	I can create walking bass lines and play swung quavers/shuffle rhythms	Learn to build chords from root notes. Practice converting chord sequences into walking bass lines and playing swung rhythms.
3	I can work effectively in a band with balanced ensemble playing	Form bands of 3-5 people with clear roles (rhythm, bass, melody, chords). Practice playing parts individually for 5 minutes, then rehearse together focusing on listening to other parts and achieving balance
4	I can perform the "head" (main melody) fluently in unison (lesson 1)	Master the Bag's Groove melody on chosen instrument. Practice performing confidently as an ensemble with a clear structure.
5	I can perform the "head" (main melody) fluently in unison (lesson 2)	Master the Bag's Groove melody on chosen instrument. Focus on fluent, unified performance
6	Mini assessment	Students to perform the head of 'Bag's Groove' and feedback

# Topic Name: Summer Term 2

## Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	I can write blues lyrics using AAB structure and sing with blues vocal techniques	Write original blues lyrics using AAB pattern (8 beats each line, A repeated, B rhymes with A). Intro to Blues vocal style (e.g, slides, legato phrasing)
2	I can improvise using the blues scale (G-Bb-C) with appropriate techniques	Learn blues scale on the keyboard. Practice short improvisational phrases using scale fragments, crushed notes/bends, syncopated rhythms, and starting phrases on similar pitches
3	I can use instrument-specific blues techniques effectively	Look at blues techniques for specific instrument: piano (tremolo, crushed notes), guitar (bends, slides, vibrato), bass (slides), voice (slides, legato), drums (shuffle rhythm variations)
4	I can communicate non-verbally during band performance	Practice band communication through eye contact, body language, and musical cues. Learn to signal improvisation turns, endings, and tempo changes while maintaining professional stage presence
5	I can perform 12-bar blues and Bag's Groove as part of a band	Rehearse complete performance structure: Bag's Groove head → extended melody → 12-bar improvisation with new techniques.
6	I can improvise a solo within a 12-bar blues structure ASSESSMENT	Perform fluent 12-bar improvisation using blues scale, incorporating at least three taught techniques. Demonstrate "meaning it" through musical expression and technical control

# Y9 Music

## Performance of 'Imagine'

Working on chord progressions, harmonic rhythm and performing effectively as an ensemble

## Performance of 'Imagine'

I can compose and perform an original protest song, using inversions and cadences

## Introduction to protest songs

Analysis of lyrics and song structure

## Underscoring a film clip

I can add sound FX, foley and music to animated action

## Perform an arrangement of 'Why so serious'

Students to perform a complete arrangement using learned techniques

## Introduction to film music through leitmotifs

Students to understand the role of a piece of music attached to a specific character in a film through playing leitmotifs

## Understanding the role of music in a film

Understanding how tonality, rhythm and dynamics impact the mood in a film

## Creating an effective EDM arrangement

How to create electronic drum beats to build intensity through layering parts and drop techniques

## Record and arrange 'Faded'

Demonstration of EDM production skills using learned techniques, culminating in an assessment

## Playing in an arrangement

How to play in chord progressions and basslines to metronome and click track

## Introduction to Ableton

Introduction to Ableton software through the track 'Freed from Desire'



# How is your progress measured in Music in Autumn term?

## Autumn:

Autumn 1:	I can record a multiple layered version of 'Freed form Desire' (chords, complex chords, bass, complex bass, riffs) on Ableton Software
Autumn 2:	I can apply all EDM production skills to record and arrange "Faded" using learned techniques

Emerging	Achieving	Excelling
<p>I am able to understand what makes a good arrangement of a song on Ableton software</p> <p>I am able to play and record in two basic elements of an arrangement (chords and bass)</p>	<p>I can recognise and recap what makes a good arrangement of a song, within my own work and the work of others, using a few key terms appropriately in my response</p> <p>I am able to play and record in at least two or more elements of an arrangement, including a basic drum part</p> <p>I am able to reflect on others' work</p>	<p>I can recognise and recap what makes a good arrangement of a song, within my own work and the work of others, using key terminology appropriately in my response</p> <p>I am able to play and record in more complex elements of an arrangement, including a more complex drum part</p> <p>I am able to reflect on my own and others' work using key terminology in my response</p>

# Topic:EDM (Electronic Dance Music)

## *Golden Nugget and Work Hard*

	Golden Nugget	Work Hard
1	I can play the chord progression of 'Freed from Desire' and understand chord construction	Practice building chords using the "play a note, skip a note" pattern (D-F-A, A-C-E, Bb-D-F, C-E-G). Master switching between all four chords smoothly on piano
2	I can set up Ableton with metronome, MIDI/audio tracks, and record basic chord progressions	Learn Logic Pro interface (metronome, play, record, track, edit window). Practice chord changes with metronome timing. Watch setup videos and follow recording procedures
3	I can record and edit piano chords and basslines using Ableton's recording and editing tools	Complete video checklist for instrument setup, project setup, recording chords and bassline. Practice quantizing and editing recorded parts. Master the bassline pattern
4	I can play and record complex basslines and understand the difference between simple and complex arrangements	Practice and record complex bassline variations. Master Riff 1 and Riff 2 patterns. Focus on accurate timing and clean recording techniques
5	I can record multiple layers (chords, complex chords, bass, complex bass, riffs) and add drum loops effectively	Complete full video checklist including drum loops, both riff recordings, and harmony parts. Practice recording riffs in two halves for accuracy, then combine
6	I can build EDM arrangements using markers and understand how texture develops from thin to thick	Create 7-section arrangement with correct markers. Build texture progressively: Intro (piano), Verse (piano + vocals), Chorus (piano + vocals + synth + complex drums + bassline)
7	I can program electronic drums and create effective EDM builds that increase intensity through layering	Study EDM build structure (4 bars + 4 bars + 2 bars + 1 bar + 1 bar + drop). Program drums, match bassline to bass drum, add string chords in different octaves.
8	I can create sophisticated 'build' sections and understand drop techniques in EDM production	Analyze "Wake Me Up" build section. Complete advanced video tasks including drum programming, texture layering, and bass drum matching.
9	I can set up a new Ableton project with 4 different instruments (piano, strings, synth bass, synth lead) for "Faded"	Set up new project with proper track labeling, metronome at 70-80bpm, 4-bar loop. Choose appropriate instruments
10	I can apply all EDM production skills to record and arrange "Faded" using learned techniques (2 week project culminating in an assessment of computer project)	Record and quantize bassline, chords, and riffs for "Faded". Copy piano chords to strings at higher pitch. Complete stretch tasks including broken chords and additional riff patterns

# How is your progress measured in Music in Spring term?

## Spring:

Spring 1:	I can perform an arrangement of 'Why so serious?' including learned film techniques
Spring 2:	I can compose music to underscore a film clip from 'Toy Story'

Emerging	Achieving	Excelling
<p>I am able to understand what makes a good arrangement of a piece of film music using Ableton software</p> <p>I am able to combine rhythmic parts in a structured with an attempt at a successful structure</p> <p>I understand what foley and sounds FX are</p>	<p>I can recognise and recap what makes a good arrangement of a piece of film music, within my own work and the work of others, using a few key terms appropriately in my response</p> <p>I am able to combine rhythmic parts and cluster chords in an arrangement with at least two clear sections</p> <p>I am able to reflect on others' work</p> <p>I can understand and identify what foley and sounds FX are</p>	<p>I can recognise and recap what makes a good arrangement of a piece of film music, within my own work and the work of others, using key terminology appropriately in my response</p> <p>I am able to combine rhythmic parts, cluster chords and dynamics in an arrangement with introduction, main section, development and ending</p> <p>I am able to reflect on my own and others' work using key terminology in my response</p> <p>I can understand, identify and incorporate into my work what foley and sounds FX are</p>

# Topic: Film Music

## *Golden Nugget and Work Hard*

	Golden Nugget	Work Hard
1	I can identify and perform leitmotifs for contrasting characters in film music	Practice playing Hero leitmotif (major key, majestic feel) and Villain leitmotif (minor key, disjunct melody) on keyboard with correct fingering
2	I can understand how tonality, melody & articulation create romantic music in film	Practice "Married Life" melody with legato articulation (smooth, connected notes). Master the waltz-like rhythm in 3/4 time and major key tonality
3	I can use rhythm, accent and dynamics to build tension in film music	Learn and practice the three tension-building rhythms from "Why So Serious". Focus on accenting unexpected beats and using dynamics effectively
4	I can create dissonant cluster chords and understand atonal music for building tension	Practice cluster chord (C-D-E-F-G) and glissando effects. Understand how dissonance creates unsettling feelings for villain/thriller scenes
5	I can perform a complete arrangement of "Why So Serious" using all learned techniques	Combine rhythmic parts, cluster chords, and dynamics in a structured arrangement with introduction, main section, development, and ending
6	I can create chord-based sequences using C, D, F, G chords for film accompaniment for a specific 'Toy Story' clip.	Practice chord progressions and develop rhythmic variations. Learn to hold chords for different durations (1, 2, or 4 bars) to match film action
7	I can add percussion rhythms that build and release tension in film clips	Master basic drum groove pattern: Hi-hat on all 8th notes, Snare on beats 2 & 4, Kick on beats 1 & 3. Practice varying this to match film action
8	I can add appropriate foley sounds and sound effects to match film action	Create everyday sounds for film scenes. Learn to time sound effects precisely with visual action using various instruments and objects
9	I can make effective decisions about the musical arrangement to accompany the 'Toy Story' film clip	Decide how many instruments are required in the musical arrangement to ensure that it is impactful. Experiment with thin and thick musical textures.
10	Assessment – to see how successful you have been composing music to underscore the 'Toy Story' film clip	Did students successfully incorporate an appropriate chord sequence, percussion rhythms to add tension and sound effects and foley to match the action

# How is your progress measured in Music in Summer term?

## Summer:

Summer 1:	I can perform 'Imagine' fluently with good ensemble balance
Summer 2:	I can compose and perform an original protest song

Emerging	Achieving	Excelling
<p>I can perform a section of 'Imagine' or a section of my own pop song <b>accurately (correct notes and rhythms)</b>.</p> <p>I can compose and perform a basic arrangement of an original protest song (chords and lyrics).</p>	<p>I can perform 'Imagine' or my own pop song <b>accurately (correct notes and rhythms)</b> and with <b>technical control (correct hand position and technique)</b>.</p> <p>I can compose and perform an arrangement of an original protest song (with chords, bassline and lyrics).</p>	<p>I can perform 'Imagine' or my own pop song <b>accurately (correct notes and rhythms)</b> with <b>technical control (correct hand position and technique)</b> and with <b>expression (including dynamics)</b>.</p> <p>I can compose and perform an arrangement of an original protest song (with chords, bassline, catchy melody and lyrics).</p>

# Topic: Songs for a better world

## *Golden Nugget and Work Hard*

	Golden Nugget	Work Hard
1	I can identify verse, chorus and pre-chorus sections in 'Imagine'	Practice identifying song structures in familiar music. Research other protest songs and their messages – analyse lyrics for themes like peace, unity and social change
2	I can build triads and use roman numeral notation in G major	Practice building triads from the G major scale. Play I-IV-I chord progression on keyboard/guitar. Complete chord chart for 'Imagine' verse progression
3	I can compare different interpretations of the same song	Listen to multiple cover versions of 'Imagine'. Practice describing musical differences using correct terminology. Analyze how arrangements change the emotional impact.
4	I can identify harmonic rhythm, inversions and melismatic singing	Practice identifying chord progressions by ear. Learn to spot countermelodies and their function. Analyze how inversions create smooth basslines.
5	I can identify issues addressed in protest songs	Research protest songs by Edwin Starr, Billie Holiday, Macklemore, Pussy Riot. Identify current social issues suitable for protest songs.
6	I can create root note basslines and identify cadences	Practice playing root note basslines for different chord progressions. Understand tonic as 'home' and identify harmonic movement.
7	I can identify what makes choruses memorable	Practice identifying hooks, repetitive elements, and rhythmic patterns in popular songs. Study how lyrics and melody work together for memorability
8	I can identify cadences and use passing notes in basslines	Practice identifying V-I (perfect) and I-V (imperfect) cadences (finished and unfinished). Practice creating smooth bass lines using stepwise motion
9	I can create simple countermelodies using chord tones	Create countermelodies for G-C-D progressions. Choose notes that move smoothly by step between chords.
10	I can identify the purpose of different song sections	Learn the purpose of each song section. Understand how structure supports lyrical narrative.