

# Westbourne Academy Curriculum Planning Document

Subject: Music Year: 7

Timescale	Autumn		Spring		Summer	
<b>Prior Learning (from KS2/3)</b>				Building on performance skills developed in topic 1 and 2.	Building on listening and analysis skills from topic 3 and composition skills.	Building on group work skills from Minimalism. Developing individual instrumental skills from topics 1 and 4.
<b>Unit Title</b>	<b>1. Keyboard Project</b>	<b>2. Vocal Techniques</b>	<b>3. Carnival of the Animals Listening Skills</b>	<b>4. Riptide Whole Class Performance</b>	<b>5. Minimalism</b>	<b>6. Band Project</b>
<b>Key knowledge (5-10 points)</b>	<ol style="list-style-type: none"> <li>We read notes off the stave</li> <li>Notes get higher and lower as they go up and down the page</li> <li>Where is middle C on the keyboard?</li> <li>Melodies are played with our right hand</li> <li>We use the first 7 letters of the alphabet as notes on the keyboard</li> </ol>	<ol style="list-style-type: none"> <li>What is acapella singing?</li> <li>There are different names for voice types</li> <li>What is harmony?</li> <li>What different types of singing are there?</li> <li>How should we look/stand when we perform for an audience?</li> </ol>	<ol style="list-style-type: none"> <li>What are the elements of music?</li> <li>Instruments of the orchestra.</li> <li>Families of instruments</li> <li>Recognising instruments through listening.</li> <li>Analysing pieces of music using the elements of music.</li> <li>Creating a composition to a brief.</li> </ol>	<ol style="list-style-type: none"> <li>How do you hold and play a simple bassline on the guitar?</li> <li>What are the different parts of a drum kit?</li> <li>How do you play a simple rock beat on the drums?</li> <li>What is a chord?</li> <li>How do you play a chord on the keyboard?</li> <li>Playing a piece of music as an ensemble</li> </ol>	<ol style="list-style-type: none"> <li>What is minimalism?</li> <li>How is minimalist music created?</li> <li>Some minimalist pieces sound different every time they are played.</li> <li>What is a cell/motif?</li> <li>Typical features of minimalism.</li> <li>Ways of composing a piece of minimalist music.</li> </ol>	<ol style="list-style-type: none"> <li>How to play a more developed bass line or even chords on the guitar.</li> <li>How to play a steady beat on the drums keeping in time.</li> <li>How to play a more complex chord sequence on the keyboard.</li> <li>How to rehearse as a band.</li> <li>How to assess your own performance in order to progress.</li> </ol>
<b>Key skills (optional)</b>	<ul style="list-style-type: none"> <li>Reading notes off the stave</li> <li>Performance skills</li> <li>Keyboard skills</li> <li>Setting up a keyboard</li> </ul>	<ul style="list-style-type: none"> <li>Singing/performing confidently</li> <li>Standing position for performances</li> <li>Performing as an ensemble</li> </ul>	<ul style="list-style-type: none"> <li>Listening/analysing a piece of music</li> <li>Choosing how to manipulate the elements of music to create a composition</li> </ul>	<ul style="list-style-type: none"> <li>Basic guitar skills</li> <li>Basic drum skills</li> <li>Playing chords on the keyboard</li> <li>Staying in time with the rest of the ensemble</li> </ul>	<ul style="list-style-type: none"> <li>Basic composition skills</li> <li>Working/performing as an ensemble</li> <li>Listening/analysis skills</li> </ul>	<ul style="list-style-type: none"> <li>Basic guitar skills</li> <li>Basic drum skills</li> <li>Playing chords on the keyboard</li> <li>Staying in time with the rest of the ensemble</li> <li>Rehearsal and self - evaluation skills</li> </ul>
<b>Key terminology</b>	<i>Stave, treble, clef, tempo, dynamics, keys, bar, pulse, bass,</i>	<i>Solo, choir, ensemble, soprano, alto, tenor, bass, scat singing, body percussion, beatboxing, a cappella</i>	<i>Dynamics, tempo, melody, rhythm, instruments, texture, timbre, structure, harmony, tonality, strings, percussion, brass, woodwind</i>	<i>Ensemble, snare, hi-hat, bass, fret, chord, tempo, count in, jack lead, amplifier, chord sequence</i>	<i>Minimalism, ostinato, repetitive, motif, cell, structure, polyphonic texture, phase shifting</i>	<i>Ensemble, snare, hi-hat, bass, fret, chord, tempo, count in, jack lead, amplifier, chord sequence, verse, chorus, introduction, bridge, middle 8</i>

<b>Assessment (methods to assess)</b>	<ul style="list-style-type: none"> <li>• Performance in final lesson to class teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Recording of class performance in final lesson</li> </ul>	<ul style="list-style-type: none"> <li>• End of unit listening test /54</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in a whole class performance assessed by class teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Group composition performed to the class and assessed by class teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Group performance to the class and assessed by teacher.</li> </ul>
<b>Links to other units in KS3/4.</b>	<ul style="list-style-type: none"> <li>• Building performance skills useful in later SOW and GCSE Coursework</li> <li>• Building foundation of notation skills</li> </ul>	<ul style="list-style-type: none"> <li>• Building performance skills useful in later SOW and GCSE Coursework</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of elements of music essential for other SOW in KS3</li> <li>• End of unit test in the style of GCSE Listening Exam</li> </ul>	<ul style="list-style-type: none"> <li>• Building instrumental and performance skills useful in later SOW and GCSE Coursework</li> </ul>	<ul style="list-style-type: none"> <li>• Developing composition skills useful in later SOW and GCSE Coursework</li> <li>• Developing performance skills useful in later SOW and GCSE Coursework</li> </ul>	<ul style="list-style-type: none"> <li>• Building instrumental and performance skills useful in later SOW and GCSE Coursework.</li> <li>• Developing self-evaluation skills to encourage progress</li> </ul>

# Westbourne Academy Curriculum Planning Document

Subject: Music Year: 8

Timescale	Autumn		Spring		Summer	
<b>Prior Learning (from KS2/3)</b>	Knowledge building upon similar SOW in Year 7. Difficulty increased.	Rhythm and note values from starter tasks throughout Year 7. Performance and group composition skills from Year 7.	Knowledge of chords from Band Projects in Year 7. Keyboard skills developed in previous SOW in Year 7 and 8.	Building on instrumental and performance skills from previous SOW. Referencing information from Vocal Techniques SOW.	Building on listening and analysis skills from previous SOW. Performance and composition skills from previous SOW.	Building on group work skills from previous SOW. Building on performance skills from previous SOW.
<b>Unit Title</b>	<b>1. Keyboard Project</b>	<b>2. African Drumming</b>	<b>3. Blues</b>	<b>4. Musicals</b>	<b>5. Ground Bass</b>	<b>6. Band Project</b>
<b>Key knowledge (5-10 points)</b>	6. Notes are either one a line or in a space on the stave 7. We go forwards in the alphabet as we go up the stave 8. We go backwards in the alphabet as we go down the stave 9. The bass clef is used for the lower notes on the keyboard 10. The treble and bass clef are different so notes are not in the same place on both.	6. Music is part of everyday life in Africa. 7. The pulse is the steady beat in the music that doesn't get faster or slower. 8. There are different ways to strike an African drum to make different sounds. 9. Rhythm is a pattern of notes that can be different lengths 10. African drumming music is made up of different rhythms played over the top of each other.	1. Where did Blues music come from? 2. What is a chord? 3. What is a chord sequence or the 12 Bar Blues 4. Roman numerals up to 7 5. Transforming a sequence of roman numerals into a chord sequence when given a scale and converter 6. Playing a dominant 7 <sup>th</sup> chord.	1. How have musicals developed throughout music history? 2. Different song types used in musicals. 3. Different voice types for singers. 4. How to play more developed guitar/bass parts. 5. How to play a steady beat on the drums keeping in time. 6. How to play a more complex chord sequence on the keyboard.	1. What is a ground bass? 2. What is ostinato? 3. Reading notes from treble and bass clef. 4. Reading rhythms 5. How to write a melody that fits with a bass line.	1. How to play a more developed bass line or even chords on the guitar. 2. How to play a steady beat on the drums keeping in time. 3. How to play a more complex chord sequence on the keyboard. 4. How to rehearse as a band. 5. How to assess your own performance in order to progress.
<b>Key skills (optional)</b>	<ul style="list-style-type: none"> <li>Reading notes off the stave</li> <li>Performance skills</li> <li>Keyboard skills</li> <li>Setting up a keyboard</li> <li>Trying to use two hands on the keyboard</li> </ul>	<ul style="list-style-type: none"> <li>Listening/analysing a piece of music</li> <li>Playing rhythms as a group and independently.</li> <li>Keeping the pulse</li> <li>Group composition skills</li> <li>Group performance skills</li> </ul>	<ul style="list-style-type: none"> <li>Listening/analysing a piece of music</li> <li>Playing a chord on the keyboard</li> <li>Playing a walking bassline and chord piece of blues music.</li> </ul>	<ul style="list-style-type: none"> <li>Basic guitar skills</li> <li>Basic drum skills</li> <li>Playing chords on the keyboard</li> <li>Staying in time with the rest of the class.</li> </ul>	<ul style="list-style-type: none"> <li>Basic composition skills</li> <li>Working/performing as a pair.</li> <li>Listening/analysis skills</li> <li>Reading notation and rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>Basic guitar skills</li> <li>Basic drum skills</li> <li>Playing chords on the keyboard</li> <li>Staying in time with the rest of the ensemble</li> <li>Rehearsal and self - evaluation skills</li> </ul>

<b>Key terminology</b>	<i>Stave, treble, clef, tempo, dynamics, keys, bar, pulse, bass,</i>	<i>Djembe, pulse, rhythm, polyrhythms, dundun, kora, shekere, balafon, composition, harmony, call and response</i>	<i>Slavery, chord, chord sequence, numeral, dominant 7<sup>th</sup>, walking bassline, improvisation,</i>	<i>Ensemble, snare, hi-hat, bass, fret, chord, tempo, count in, jack lead, amplifier, chord sequence, solo, duet, action song, character song, opera, soprano, alto, tenor, bass, dance number</i>	<i>Ostinato, notation, stave, treble, bass, clef, ground bass, bassline, canon,</i>	<i>Ensemble, snare, hi-hat, bass, fret, chord, tempo, count in, jack lead, amplifier, chord sequence, verse, chorus, introduction, bridge, middle 8</i>
<b>Assessment (methods to assess)</b>	<ul style="list-style-type: none"> <li>Performance in final lesson to class teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Recording of class performance in final lesson</li> </ul>	<ul style="list-style-type: none"> <li>Performance in finals lesson to class teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Participation in a whole class performance assessed by class teacher</li> </ul>	<ul style="list-style-type: none"> <li>Pairs composition performed to class teacher to be assessed.</li> </ul>	<ul style="list-style-type: none"> <li>Group performance to the class and assessed by teacher.</li> </ul>
<b>Links to other units in KS3/4.</b>	<ul style="list-style-type: none"> <li>Building performance skills useful in later SOW and GCSE Coursework</li> <li>Building foundation of notation skills</li> </ul>	<ul style="list-style-type: none"> <li>Building performance and composition skills useful in later SOW and GCSE Coursework</li> </ul>	<ul style="list-style-type: none"> <li>Building performance skills useful in later SOW and GCSE Coursework</li> <li>Modern Blues is an area of wider listening in AOS3 for GCSE music.</li> </ul>	<ul style="list-style-type: none"> <li>Building instrumental and performance skills useful in later SOW and GCSE Coursework</li> <li>Musicals part of wider listening in AOS2 for GCSE music.</li> </ul>	<ul style="list-style-type: none"> <li>Developing composition skills useful in later SOW and GCSE Coursework</li> <li>Developing performance skills useful in later SOW and GCSE Coursework</li> <li>Baroque period part of AOS1 wider listening in GCSE.</li> </ul>	<ul style="list-style-type: none"> <li>Building instrumental and performance skills useful in later SOW and GCSE Coursework.</li> <li>Developing self-evaluation skills to encourage progress</li> </ul>

# Westbourne Academy Curriculum Planning Document

Subject: Music Year: 9



Timescale	Autumn		Spring		Summer	
<b>Prior Learning (from KS2/3)</b>	Keyboard and composition skills from previous SOW.	Developing instrumental skills from previous SOW. Using knowledge of elements of	Listening and analysis skills from previous SOW. Technology skills learnt in topic 1.	Building on instrumental and performance skills from previous SOW. Referencing information from Vocal Techniques SOW.	Building on listening and analysis skills from previous SOW. Performance and composition skills from previous SOW.	Building on group work skills from previous SOW. Building on performance skills from previous SOW.
<b>Unit Title</b>	<b>1. Film Music</b>	<b>2. The Beatles</b>	<b>3. Reggae Music</b>	<b>4. Remix</b>	<b>5. Traditional Indian Music</b>	<b>6. Musical Futures style Band Project</b>
<b>Key knowledge (5-10 points)</b>	<ol style="list-style-type: none"> <li>11. Film music enhances the action/emotions on screen.</li> <li>12. The process of creating a film sound track.</li> <li>13. Analysing a film soundtrack using the elements of music.</li> <li>14. How to use basic recording techniques on Cubase.</li> <li>15. Manipulating the elements of music in composition to match a video stimulus.</li> </ol>	<ol style="list-style-type: none"> <li>11. A brief history of The Beatles</li> <li>12. Cultural changes in the UK because of the success of the band.</li> <li>13. Impact left on the music industry because of The Beatles.</li> <li>14. The change in musical style throughout the band's history.</li> <li>15.</li> </ol>	<ol style="list-style-type: none"> <li>1. Where does reggae music come from?</li> <li>2. How did reggae music develop?</li> <li>3. What characteristics does Ska music have?</li> <li>4. What characteristics does reggae music have?</li> <li>5. How to use the editing function in Cubase.</li> <li>6. Note values and duration.</li> </ol>	<ol style="list-style-type: none"> <li>1. What is the difference between a remix and cover version?</li> <li>2. How are remixes created?</li> <li>3. What are the typical features of a dance remix?</li> <li>4. How is a remix typically structured?</li> <li>5. How to use Acid Studios to create a remix.</li> </ol>	<ol style="list-style-type: none"> <li>1. Traditional Indian music has a drone instead of chords.</li> <li>2. Rhythmic cycles in Indian music change instead of having a time signature.</li> <li>3. Indian instruments are different to traditional European instruments.</li> <li>4. Indian melodies are based on ragas and normally improvised.</li> <li>5. Indian music uses sections different to traditional European music.</li> </ol>	<ol style="list-style-type: none"> <li>1. How to play a more developed bass line or even chords on the guitar.</li> <li>2. How to play a steady beat on the drums keeping in time.</li> <li>3. How to play a more complex chord sequence on the keyboard.</li> <li>4. How to rehearse as a band.</li> <li>5. How to assess your own performance in order to progress.</li> <li>6. How to teach yourself to play a piece of music.</li> </ol>
<b>Key skills (optional)</b>	<ul style="list-style-type: none"> <li>• Listening/analysing a piece of music</li> <li>• Using the elements of music to change the sound of a piece of music</li> <li>• Using a piece of sequencing software</li> <li>• Composing a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>• Listening/analysing a piece of music</li> <li>• Guitar skills</li> <li>• Keyboard skills</li> <li>• Drum skills</li> <li>• Ensemble skills</li> </ul>	<ul style="list-style-type: none"> <li>• Listening/analysing a piece of music</li> <li>• Playing a chord sequence on the keyboard.</li> <li>• Using a piece of sequencing software</li> <li>• Sequencing an existing piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Composition skills</li> <li>• .Listening and analysis skills</li> <li>• Working as a pair</li> <li>• Technology skills</li> </ul>	<ul style="list-style-type: none"> <li>• Listening/analysing a piece of music.</li> <li>• Technology skills using Cubase.</li> <li>• Composition skills</li> </ul>	<ul style="list-style-type: none"> <li>• Basic guitar skills</li> <li>• Basic drum skills</li> <li>• Playing chords on the keyboard</li> <li>• Rehearsing as an ensemble.</li> <li>• Teaching yourself a piece of music.</li> <li>• Self-evaluation for improvement.</li> </ul>
<b>Key terminology</b>	<i>Melody, rhythm, texture, instruments, genre, harmony and tonality, structure, dynamics,</i>	<i>Popular culture, dynamics, melody, chord sequence, jack lead, amplifier, bass, fret, chord,</i>	<i>Ska, reggae, skank rhythm, bubble rhythm, back beat, off beat, transport bar, edit window,</i>	<i>Layered texture, panning, reverb, sound fx, bass drop, sub bass, melody, lyrics,</i>	<i>Raga, drone, tala, sitar, tambura, tabla, rhythm, dilruba, bansuri, edit window, transport bar, melody, chords</i>	<i>Ensemble, snare, hi-hat, bass, fret, chord, tempo, count in, jack lead, amplifier, chord sequence, verse,</i>

	<i>score, underscore, composer, panning, volume, automation</i>	<i>tempo, count-in, introduction, verse, chorus, structure, harmony</i>		<i>sample, structure, introduction, verse, chorus,</i>		<i>chorus, introduction, bridge, middle 8</i>
<b>Assessment (methods to assess)</b>	<ul style="list-style-type: none"> <li>Peer assessment with feedback</li> <li>Composition submitted to class teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Recording of class performance in final lesson</li> </ul>	<ul style="list-style-type: none"> <li>End of unit quiz /30</li> </ul>	<ul style="list-style-type: none"> <li>Peer assessment with feedback</li> <li>Composition submitted to class teacher</li> </ul>	<ul style="list-style-type: none"> <li>Paired composition to be assessed by class teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Group performance to the class and assessed by teacher.</li> </ul>
<b>Links to other units in KS3/4.</b>	<ul style="list-style-type: none"> <li>Developing composition skills and composition as a response to a stimulus like in GCSE Coursework.</li> <li>Film music part of wider listening in AOS2 GCSE.</li> <li>Technology skills used in performance and composition GCSE Coursework.</li> </ul>	<ul style="list-style-type: none"> <li>Building instrumental and performance skills useful in later SOW and GCSE Coursework.</li> <li>Beatles music included in AOS2 wider listening in GCSE.</li> </ul>	<ul style="list-style-type: none"> <li>Building performance skills useful in later SOW and GCSE Coursework</li> <li>Technology skills used in performance and composition GCSE Coursework</li> <li>Reggae music part of AOS3 wider listening in GCSE.</li> </ul>	<ul style="list-style-type: none"> <li>Developing composition skills useful in later SOW and GCSE Coursework Developing</li> </ul>	<ul style="list-style-type: none"> <li>Developing composition skills useful in later SOW and GCSE Coursework</li> <li>Developing performance skills useful in later SOW and GCSE Coursework</li> </ul>	<ul style="list-style-type: none"> <li>Building instrumental and performance skills useful in later SOW and GCSE Coursework.</li> <li>Developing self-evaluation skills to encourage progress</li> <li>Developing rehearsal skills for GCSE Performance Coursework.</li> </ul>