

Music Curriculum Progression

Please view in conjunction with Progress Trackers which show how musical skills progress and Medium and Long Term Planning.

Year Group	Year 7	Year 8	Year 9	Year 10	Year 11
Skill: Rhythm	<p>Copy a given rhythm.</p> <p>Clap the rhythm of a song.</p> <p>Clap a given ostinato.</p> <p>Learn to read and follow a graphic score.</p>	<p>Create simple rhythmic patterns and perform them rhythmically using forms of notation as support. Music by 'STOMP' is included as part of this study.</p> <p>Copy rhythmic phrases</p> <p>Clap a given ostinato.</p> <p>Clap the rhythm of a song whilst others tap the pulse.</p> <p>Say and tap four beat phrase rhythms</p> <p>Read simple rhythmic notation (minimums, crotchets quavers, crotchet rests)</p> <p>Play on ostinato accompaniment to a song</p> <p>Perform graphic scores which involve more than 1 part.</p>	<p>Copy a rhythmic phrase with changing dynamics.</p> <p>Clap the rhythm of a song whilst others tap the pulse.</p> <p>Tap the metre of songs.</p> <p>Play on beat one in a given metre.</p> <p>Follow polyrhythms.</p> <p>Perform two ostinato rhythms simultaneously using African Drums or body percussion.</p> <p>Improvise rhythmic phrases.</p> <p>Play on ostinato accompaniment to a song</p> <p>Combine ostinato phrases vocally and instrumentally.</p>	<p>Performing and Appraising Modules:</p> <p>Play short, simple solo pieces</p> <p>Show some technical control of the chosen instrument/voice</p> <p>Perform varied rhythms such as dotted and quaver rhythms</p> <p>Explore and understand different metres.</p> <p>Combine ostinato phrases.</p> <p>Play the metre of a song whilst others play the rhythm.</p> <p>To learn how to hold the drum sticks and play a steady beat (aim to work towards learning a simple rock beat).</p>	<p>Composition Module:</p> <p>Create and organise musical ideas to produce compositions using a coherent structure for 2 different musical genres.</p> <p>Compose either Dubstep, Electronic, Funk, Hip Hop or House Music</p> <p>Compose traditional Chinese Music creating a rhythmic ostinato which builds in texture.</p> <p>Contrast Music Textures</p> <p>Compose rhythmic phrases</p> <p>Adjust the tempo of own compositions.</p> <p>Edit rhythmic loops.</p> <p>Learn how to add a fade</p>

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Skill: Performing	<p>Singing Speak, chant and perform singing games and shanties.</p> <p>Explore the structure and perform call and response and pentatonic songs</p> <p>Clap the syllables in a rhythmic phrase matching words to rhythmic notation.</p> <p>Sing in class/performing arts assemblies</p> <p>Instrumental Play the pulse of a song.</p> <p>Play the rhythm of a song.</p> <p>Repeat an ostinato.</p> <p>Play the melody of a simple song on tuned percussion (bells, glockenspiels, keyboards, boomwhackers)</p>	<p>Singing Sing note phrases from alphabetic notation.</p> <p>Mark the pitch in a song with hand movements.</p> <p>Sing a chorus in 2 parts.</p> <p>Perform songs from different genres (pentatonic, Blues, Britpop, pop)</p> <p>Instrumental Play the pulse of a song.</p> <p>Play the pulse of a song whilst others play the rhythm.</p> <p>Play an ostinato as part of a group.</p> <p>Play an ostinato a given number of times.</p> <p>Play beat one in different metres.</p> <p>Play the melody of a 5 note song on a glockenspiel.</p> <p>Create a melodic ostinato using notes.</p>	<p>Singing Begin to sing or perform in 2 or more parts (explore rounds).</p> <p>Instrumental Play as part of an ensemble.</p> <p>Choose the most appropriate way to perform a song.</p> <p>Arrange a song in groups with an awareness of melody, harmony, chords, bass and percussion.</p> <p>Explore melodic ostinati to provide accompaniments.</p> <p>Conducting Begin to use different tempi and dynamics.</p> <p>Develop increased leadership skills within an ensemble group.</p>	<p>Singing/instrumental Sing or play short, simple solo pieces</p> <p>Show technical control of the chosen instrument/voice in a fluent and mainly accurate performance</p> <p>Perform with appropriate expression</p> <p>Use varying dynamics</p> <p>Play as part of an ensemble with an awareness of what is happening.</p> <p>Learn to play chords on the guitars, keyboards and ukuleles.</p> <p>Use different tempi and dynamics.</p> <p>Choose appropriate instrumental sounds to accompany a song.</p> <p>Evaluating Address areas of strength and development.</p>	<p>Composition Choose appropriate dynamics, tempo, instrumental sounds and vocal quality for the performance of pieces and compositions.</p> <p>Review and develop performance skills covered over the Entry Level course. Pupils will work on rhythm with a focus on drumming. They will also continue to learn chords on the guitars, keyboards and Ukuleles.</p> <p>Choose pieces to perform either as a solo or as part of an ensemble</p>

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<p>Listening and Appraising</p> <p>All Modules:</p> <p>Develop an understanding of the history of music.</p> <p>Composer of the Month Activity.</p>	<p>Move with the pulse to a piece of music.</p> <p>Trace the pitch of a song using hand movements</p> <p>Identify ascending and descending sounds</p> <p>Listen recognise and identify instruments being played in music.</p> <p>Listen to and identify male/female voice in music.</p> <p>Listen to and respond to music from different genres (Classical, Indian Raga, Call and Response, Pentatonic, Chants and singing games)</p> <p>Talk about how a piece of music makes you feel.</p> <p>Listen to live music and give an opinion.</p> <p>Recognise how sounds are used to achieve an intended effect.</p> <p>Recognise layers of sound in recorded music.</p>	<p>Recognise individual instruments in a piece of music.</p> <p>Identify the metre of a song.</p> <p>Identify repeated sections in a piece of music.</p> <p>Trace the pitch of a song using hand movements</p> <p>Identify ascending and descending passages in a piece of music.</p> <p>Listen to and identify male/female voice in music.</p> <p>Listen to and respond to music from different genres (Stomp, Pop Songs, pentatonic songs, Blues, Britpop, Classical)</p>	<p>Recognise individual instruments in a piece of music and the families they come from.</p> <p>Explore harmony and dissonance.</p> <p>Recognise percussion, brass and string instruments being played in music.</p> <p>Perform from memory (internalising and recalling music).</p> <p>Play the tune of a four phrase, five note song moving in step.</p> <p>Identify different sections in a piece of music.</p> <p>Identify phrases of a song.</p> <p>Copy melodic phrases.</p> <p>Listen to and respond to music from different genres (African Music, Rounds, The Beatles and The Monkees)</p> <p>Understand the part music plays in national and global culture.</p>	<p>Listen to an individual part in an ensemble.</p> <p>Appraising Module:</p> <p>Identify the sounds of different instruments</p> <p>Recognise the difference in dynamics.</p> <p>Recognise changes in texture (thick and thin).</p> <p>Perform a song and match it to alphabetic, coloured or conventional notation.</p> <p>Make comparisons across different genres of music.</p> <p>Identify tempi -slow, moderate or fast (including number of beats per bar)</p> <p>Recognise changes in pitch (high/low) and movement by step or leap.</p> <p>Recognise different aspects of structure such as repetition and contrast.</p> <p>Identify different musical features of genres of music.</p>	<p>Listen to an individual part in three and four part music.</p> <p>Identify repeated and contrasting sections in recorded music.</p> <p>Match the metre of recorded music.</p> <p>Analyse the phrase structure of a song.</p> <p>Explore the use of sequencing in recorded music.</p> <p>Identify the use of ostinato in recorded music.</p> <p>Make comparisons across different genres of music.</p> <p>Identify the sounds of different instruments</p> <p>Recognise the difference in dynamics, tempi, texture and pitch.</p> <p>Perform a song and match it to alphabetic, coloured or conventional notation.</p> <p>Recognise changes in pitch</p> <p>Recognise different aspects of structure such as repetition and contrast.</p>

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Skills: Improvisation and Composition	<p>Improvise rhythms.</p> <p>Take turns when playing with a partner.</p> <p>Take turns to play phrases of an equal length with a partner.</p> <p>To be aware of rests in music.</p> <p>Choose sounds and instruments to illustrate a sound story.</p> <p>Improvise melodic phrases using the Raga or pentatonic Scales.</p> <p>Add drones and accompaniments.</p> <p>Perform a part knowing when to start and stop using a simple structure (Rondo form)</p> <p>Compose an introduction to a song.</p>	<p>Create an ostinato rhythm using body percussion.</p> <p>Create, choose and organise sounds and musical ideas in response to a piece of music.</p> <p>Compose own graphic scores.</p> <p>Work in pairs to structure a piece using simple musical ideas and using symbols to represent sound.</p> <p>Improvise melodic phrases using the Blues or Pentatonic Scales.</p> <p>Create simple rhythmic & melodic patterns using improvisation as a means to composition.</p>	<p>Create a rhythmic phrase using body percussion and African Drums.</p> <p>Create a simple melodic phrase.</p> <p>Improvise rhythmic phrases of equal length in pairs.</p> <p>Create an ostinato to reflect the mood of a soundscape - Africa</p> <p>Organise rhythmic and melodic phrases in a simple structure.</p> <p>Compose a round using sequencing software- EJay - rounds</p> <p>Compose a piece with varying textures - EJay</p> <p>Edit songs on sequencing software to create new arrangements- UMYX</p> <p>Explore genres of music and compose using Garageband.</p> <p>Combine melody and ostinato accompaniment.</p>	<p>N/A</p> <p>Module 1 - Solo Performance</p> <p>Module 2 - Ensemble</p> <p>Module 3-Listen and Appraise</p>	<p>Compose music in Binary or Double Binary Form</p> <p>Compose music using a question and answer structure.</p> <p>Create harmony by adding notes in parallel to a tune</p> <p>Choose appropriate dynamics, tempo, instrumental sounds and vocal quality for the Performance of compositions.</p> <p>Compose rhythmic and melodic phrases in simple structures.</p> <p>Compose in specific genres (E.g. Dubstep, Electronic, Funk, Hip Hop or House Music)</p> <p>Compose traditional Chinese Music creating a rhythmic ostinato which builds in texture.</p> <p>Contrast Music Textures</p> <p>Adjust the tempo of own compositions.</p> <p>Edit rhythmic loops.</p> <p>Learn how to add a fade</p> <p>Organise musical phrases into a simple structure.</p> <p>Create tunes for word phrases.</p>

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Skill: Notation	<p>Learn to read and follow a graphic score using tuned and untuned percussion.</p> <p>Learn to perform using coloured and alphabetic notation.</p> <p>Explore the pentatonic and Raga Scales.</p> <p>Compose own introduction using alphabetic notation.</p>	<p>Follow pitch and sequence sounds -solve pitch puzzles using Wii music 'Pitch Perfect'</p> <p>Explore major and minor scales</p> <p>Learn about pentatonic and blues scales.</p> <p>Sing note phrases from alphabetic notation.</p> <p>Learn about the Kodaly method and follow tonic sol-fa.</p> <p>Mark the pitch in a song with hand movements.</p> <p>Say and tap four beat phrase rhythms</p> <p>Read simple rhythmic notation (minimums, crotchets quavers, crotchet rests)</p> <p>Recognise and use scales, short melodies and accompaniments.</p>	<p>Learn about standard notation and how to name the notes. Treble clef. Ext. Bass Clef (HA)</p> <p>Follow pitch and sequence sounds -solve pitch puzzles using Wii music 'Pitch Perfect'</p> <p>Explore major and minor scale</p> <p>Read simple rhythmic notation (minimums, crotchets quavers, crotchet rests)</p> <p>Follow polyrhythms.</p> <p>Read melodic notation using coloured and alphabetic notation.</p> <p>Notate compositions using note letter names.</p> <p>Learn how music can be notated and represented on sequencing software.</p> <p>Follow basic notation using a staff and graphic score.</p>	<p>Perform a solo and ensemble for the exam using coloured, alphabetic notation or standard notation (HA)</p> <p>Perform varied rhythms such as dotted and quaver rhythms using standard or graphic notation</p> <p>Learn how notes are grouped in bars and where the strong beat lies.</p> <p>Combine ostinato phrases.</p> <p>Play the metre of a song whilst others play the rhythm.</p> <p>Learn to perform a simple Rock Beat on the drum kit using graphic notation.</p> <p>Match conventional notation to known phrases.</p> <p>Look at steps and leaps.</p>	<p>Explore sampled sounds and understand how music is represented on sequencing software. Edit and arrange sounds learning to split, cut, copy, paste and fade sampled sounds.</p> <p>Learn to perform drum fills and play on the drum kit using graphic notation.</p> <p>Continue to develop knowledge and understanding of chords on the guitars, keyboards and Ukuleles.</p> <p>Perform varied melodies and rhythms such as dotted and quaver rhythms using standard or graphic notation</p> <p>Performance: Scales based, finger independence work, chromatic scales, sight reading</p>