

		Year 7		Year 8		Year 9	
		Title	Overview	Title	Overview	Title	Overview
Term 1	MU1	Elements of Music- (Vocal/Piano)	Pupils learn about Pitch, Dynamics, Duration, Tempo, Texture, Timbre or Sonority, Articulation and Silence and are introduced to Graphic Notation and Graphic Scores. It is hoped that this unit will develop pupil's understanding of the Elements of Music and provide pupils with a foundation of musical vocabulary for use at Key Stage 3 which can be developed for GCSE Music.	The Blues - (Vocal/Piano)	Pupils learn about Blues History music from slave song to 12 bar blues and learn key characteristics . Pupils will develop their understanding of The Blues and provide pupils with a foundation of musical history for use at Key Stage 3 which can be developed for GCSE Music. Pupils will develop knowledge of Composers, Key Features and will compose and perform in the style using traditional notation.	Film Music - (Vocal/Piano)	The unit begins with an introduction into the purpose of film music and the decisions and challenges a composer of film music faces. Leitmotifs are an important aspect of film music and pupils explore how composers have used these to represent certain characters and situations within films and how, through the manipulation of the elements of music, these can be changed to suit different on-screen situations. Pupils will learn to use several musical devices to create music for film.
	MU2	Rhythm and Metre (Vocal/Percussion)	Pupils learn about Rhythms, Time signatures and making interesting music. It is hoped that this unit will develop pupil's understanding of Rhythms of Music and provide pupils with a foundation of musical vocabulary for use at Key Stage 3 which can be developed for GCSE Music. Pupils will develop Composing, Notating and performing.	African Traditions (Vocal/Percussion)	This unit explores the main rhythmic musical features and devices used in African music, particularly the African drumming tradition of West Africa. Pupils explore the different African Drum performance techniques and the effect this has on the timbre and sonority of the sounds produced. They then move on to perform and create, by composing and improvising simple rhythms and, using repetition, turn these into cyclic rhythms. These are then combined and overlapped to create polyrhythms and a polyrhythmic texture: a characteristic of much African music.	Popular Music – Music Legends, Hooks and Riffs (Vocal/Guitars /Ukulele)	Hooks and Riffs explores music based on repeated musical patterns through the genres of Popular Music (Hooks and Riffs) and Music from the Western Classical Tradition (Ostinatos).
Term 2	MU1	Orchestral Landmarks (Vocal/Keyboards)	Pupils learn about wider context of western classical traditions in music. Pupils will develop their understanding of Eras and provide pupils with a foundation of musical history for use at Key Stage 3 which can be developed for GCSE Music. Pupils will develop knowledge of Composers, styles, performing using traditional notation.	Popular Music Reggae (Vocal/Keyboards/Ukulele)	This unit begins by exploring the origins of Reggae music from Mento, Ska and Rock Steady and looks at the famous Reggae musician, Bob Marley, and his influence on a worldwide audience. Pupils learn about the different textural elements that make up a Reggae song: bass line riffs, melodic hooks, offbeat chords, syncopated rhythms and the vocal melody line.	The Future is Electric (Vocal/Piano/ Technology)	Dance music takes an explorative look into rhythm, chords and metre in a variety of different types, styles and genres of dance music. By exploring the characteristic musical features of dance music from different times and places, pupils will understand the important connection between the steps, movement and formation of the dance and how these are inter-related within musical features such as time, metre, rhythms and chords in the music. The emphasis throughout the unit is on the characteristic rhythms, time signatures and metre (simple and compound time) and use of chords (primary and seventh chords) in a range of dance music from different times and places.
	MU2	Sonority Central (Vocal/Ukuleles/ Percussion)	This unit develops pupils' knowledge and understanding about orchestral instruments and families/sections of orchestral instruments. Pupils learn about the construction, sound production and timbres/sonorities of different orchestral instruments, the layout, grouping and the instruments which belong to each section of a modern symphony orchestra. Key to this unit is pupil's understanding of the terms: TIMBRE AND SONORITY with a general introduction to the orchestra followed by exploring one orchestral section or family per lesson.	Music Traditions - Folk - (Vocal/Guitars /Ukulele)	During this unit, pupils will develop their knowledge and understanding of Folk Music as a "traditional" musical genre, explore the musical instruments, timbres and sonorities commonly associated with Folk Music performance, the texture and basic form and structure of Folk Songs and further their knowledge of performing Chords in different Accompaniment patterns on either keyboard/piano, guitar or ukulele.	Musical Theatre (Vocal/Guitars /Ukulele)	The unit begins with an introduction into the purpose of Musical Theatre They will learn about different types of songs and music looking at their purpose. Pupils will learn several songs from musicals. Pupils will learn to use several musical devices to create music for film.
Term 3	MU1	Melody and Harmony (Vocal/Keyboards)	Pupils learn about Melody and Harmony making and performing interesting music. Pupils will develop their understanding of melodic devices and provide pupils with a foundation of musical vocabulary for use at Key Stage 3 which can be developed for GCSE Music. Pupils will develop Composing, Notating and performing.	Manchester Music (Vocal/Keyboards/Ukulele/Guitar)	This unit begins by exploring Manchester Music History and key features of music unique to Manchester. Pupils explore Hooks/Riffs, Structure, Melody and Lyrics through listening and analysis and performing parts of each song as short musical arrangements. The unit ends with pupils creating their own musical composition/arrangement of a popular song from a Lead Sheet in their chosen style/genre.	New World Orchestra (Vocal/Piano/ Technology)	Through exploring a wide range of music from the minimalist and expressionist styles, pupils learn about common trends in twentieth century music such as the use of different tonalities, chromaticism, dissonance and extremes of pitch and dynamics as well as how composers use unusual and experiments timbres, sonorities, sounds and instruments within their work, which pupils are encouraged to explore and use in their own performances, improvisations and compositions to get a feel "of the style" in which they are exploring.
	MU2	Musical Cycles- (Percussion)	This topic introduces you to different styles of music from Indonesia to Africa. During this project you will develop aural and ensemble skills. This will introduce you to sequences, polyrhythms and cyclic patterns.	Samba - (Percussion)	This unit explores the main rhythmic musical features and devices used in Samba music, particularly the Brazilian drumming from carnival. Pupils explore the different Brazilian instruments and learn performance techniques and the effect this has on the timbre and sonority of the sounds produced. They then move on to perform and create, by composing and improvising rhythms and, using repetition. These are then combined to create polyrhythms in Rondo Form: all characteristics of much Samba music.	Chart Hits - (Vocal/Keyboards/ Ukulele/Guitar)	This unit begins by exploring 'What Makes a Good Song?' through practical musical investigation of two 'good' songs as case studies: "Shape of You" by Ed Sheeran and "Shotgun" by George Ezra. Pupils explore Hooks/Riffs, Structure, Melody and Lyrics through listening and analysis and performing parts of each song as short musical arrangements. The unit ends with pupils creating their own musical composition/arrangement of a popular song from a Lead Sheet in their chosen style/genre.