



Music Overview – Year 7

Music is taught within the Performing Arts Department, offering students the opportunity to explore a range of exciting disciplines, both historical and contemporary. Key Stage students receive two hours of music lessons per fortnight.			
	Autumn 1	Autumn 2	Spring 1
Topic(s)	The Language of Music	Notating Winter	Introducing the Piano
Topic Objectives	Over this six-week unit, students will explore the Elements of Music and learn how composers and performers use them to communicate musical ideas and intentions. Pupils will develop an understanding of how musical elements can be combined and manipulated to create different moods, styles and effects. Alongside this, students will learn to read and write music using standard Western notation, including notes on the treble stave, note values, clefs, time signatures and tempo markings, enabling them to confidently understand, perform and create music.	Over this six-week unit, students will develop their ability to read and write music using standard Western notation, building confidence with musical symbols relating to pitch and rhythm, including notes on the treble stave, note values, clefs, time signatures and tempo markings. Alongside this, pupils will develop their performance skills on tuned percussion, learning instrument-specific techniques and how to rehearse and perform effectively as part of a small ensemble. Through the study and performance of seasonal repertoire such as <i>Jingle Bells</i> and <i>White Christmas</i> , students will strengthen their musical literacy, ensemble skills and expressive performance.	Over this six-week unit, students will explore the development of the piano and understand its impact on musical composition. Pupils will study classical dance music styles, with a particular focus on the pavane, developing their listening and contextual understanding of music from different historical periods. Alongside this, students will build keyboard and performance skills, applying their knowledge of Western notation to rehearse and perform <i>Pavane for JackPoint</i> & <i>Ode to Joy</i> , developing accuracy, coordination and expressive confidence at the piano.
Acquired Knowledge/Skills	<p>Knowledge: Pupils will be introduced to the Elements of Music (duration, pitch, tempo, timbre, structure, dynamics and texture) and explore how these can be manipulated and combined to communicate musical intentions.</p> <p>Skills: Pupils will learn how to read and write music using standard Western notation. This unit will introduce pupils to musical symbols relating to pitch and rhythm notation, including notes on the treble stave, note values, clefs, time signatures and tempo markings.</p>	<p>Knowledge: Pupils will learn how to read and write music using standard Western notation. This unit will introduce pupils to musical symbols relating to pitch and rhythm notation, including notes on the treble stave, note values, clefs, time signatures and tempo markings.</p> <p>Skills: Pupils will focus on developing their performance skills using tuned percussion. They will develop instrument-specific techniques and explore the skills needed to perform as a member of a small ensemble. (Ensemble arrangements of 'Jingle Bells' and 'White Christmas' are used as a performance focus).</p>	<p>Knowledge: Students will explore the development of the piano and its impact on musical composition. Pupils will also explore classical dance music styles, with a particular focus on the pavane.</p> <p>Skills: Pupils will develop their keyboard and performance skills throughout this unit, using their knowledge of Western notation to rehearse and perform 'Ode to Joy' and 'Pavane for Jack Point'.</p>
Assessments	<p>Type: Composition</p> <p>Format: Group/ Ensemble</p> <p>Timing: End of half-term</p> <p>Focus: Application of musical elements to communicate intentions. Application of key musical terminology to evaluate work (peer and self).</p>	<p>Type: Performance (tuned percussion)</p> <p>Format: Group/ Ensemble</p> <p>Timing: End of half-term</p> <p>Focus: Demonstrate understanding of pitch and rhythm notation through accurate/ fluent performance as part of a small ensemble.</p>	<p>Type: Performance (keyboard)</p> <p>Format: Solo/ Paired</p> <p>Timing: End of half-term</p> <p>Focus: Demonstrate accurate pitch, rhythm and coordination. Pupils aim to play fluently with appropriate hand position and basic expressive control.</p>

Citizenship	<ul style="list-style-type: none"> • PSHE Development: Music in the first half of Year 7 supports students’ personal, social and emotional development by building confidence, resilience and self-expression through practical music-making. Through individual and ensemble work, students develop teamwork, communication and mutual respect, while learning to manage performance confidence and respond positively to feedback. Exploring a range of musical styles also develops cultural awareness and emotional literacy, helping students reflect on their own feelings, understand others’ perspectives and develop independence and wellbeing. • Careers Education: The first half of year 7 music supports students’ understanding of careers within the music and creative industries by linking curriculum learning to real-world professional practice. Through developing notation, rehearsal and ensemble skills, students gain insight into how musicians work individually and collaboratively, while also building transferable skills such as teamwork, communication and resilience. The curriculum highlights progression routes into KS4 Music and beyond, supporting informed future pathway choices. • Fundamental British Values: British Values are embedded through collaborative and respectful music-making, where students learn to listen to others, value different viewpoints and work cooperatively in ensemble and performance contexts, promoting mutual respect and tolerance. Individual liberty is supported through opportunities for creative expression and personal interpretation, while democracy is reinforced through discussion, peer feedback and shared decision-making in rehearsals. • SMSC Development: In the first half of year 7 Music, SMSC development is embedded through opportunities for creative expression, reflection and collaboration. Students explore how music communicates emotion and meaning, supporting spiritual development and self-awareness, while moral understanding is reinforced through safe working practices, rehearsal discipline and respectful responses to feedback. Social development is strengthened through ensemble and paired work that promotes teamwork, communication and responsibility, and cultural development is enhanced through exposure to a range of musical styles, repertoire and historical contexts, deepening students’ understanding of music’s role in society.
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	Spring 2	Summer 1	Summer 2
Topic(s)	Introducing the Orchestra	Ukulele	Band Camp 1
Topic Objectives	Over this six-week unit, students will explore the four instrumental families of the orchestra, examining their development over time and analysing how changes in instrumental design and capability have influenced musical composition. Pupils will build their listening and contextual understanding through the study of orchestral music, while further developing ensemble skills and refining their keyboard technique. Students will be encouraged to develop greater limb independence and confidence playing with both hands, applying their skills through the rehearsal and performance of <i>Pachelbel’s Canon in D</i> , developing accuracy, coordination and musical expression.	Over this six-week unit, students will be introduced to the ukulele and develop the skills needed to play a range of chords with accurate finger placement and increasing fluency. Pupils will explore common chord progressions and understand their importance in performance and composition within popular music. Through the study of songs by a range of songwriters, students will apply their chord knowledge in practical performances, developing rhythmic accuracy, confidence and musical expression while deepening their understanding of popular music styles.	Over this six-week unit, students will explore the use of the ‘four-chord trick’ in pop and rock music from the past 30 years, developing an understanding of why this chord progression has been so widely used by successful artists. Pupils will learn to read and interpret informal notation commonly associated with popular music, including guitar and bass tablature and drum notation. Through practical ensemble work, students will develop instrumental skills on guitar, bass guitar and drums, applying their knowledge to arrange and perform a chosen song as part of a rock or pop band, building confidence, collaboration and rehearsal discipline.
Acquired Knowledge/Skills	Knowledge: Pupils will explore each of the 4 instrumental families that make up the	Knowledge: Pupils will be introduced to the Ukulele, learn about it's origins and explore a	Knowledge: Pupils will investigate the use of the ‘4 chord trick’ in pop and rock music throughout

	<p>orchestra, tracking their growth and development through history and analysing the impact their development had on musical composition.</p> <p>Skills: Pupils will further develop their ensemble skills whilst refining their keyboard abilities. At this stage, all students are encouraged to further develop their limb-independence and play with two hands at the keyboard. Pupils will use 'Pachelbel's Canon in D' as a focus for performance. Pupils will also further develop their listening skills and aural perception through</p>	<p>range of musical genres that utilise this versatile instrument. They all also explore the use of simple chord progressions used in popular music.</p> <p>Skills: Pupils will develop and refine instrument specific skills (strumming, picking, chord-shapes, etc) that will enable them to play simple chord sequences on the Ukulele.</p>	<p>the last 30 years and the reason for its popularity/ success amongst established artists. Pupils will also learn how to read informal notation associated with the genre, such as guitar and bass TAB, and drum notation.</p> <p>Skills: In this unit pupils will develop a range of new instrumental skills on a variety of rock/ pop instruments (guitar, bass guitar & drums). They will use informal notation to arrange and perform a song of their choosing as part of a rock/ pop ensemble.</p>
Assessments	<p>Type: Performance Format: Group/ Ensemble Timing: End of half-term Focus: Develop limb independence with two hands, maintain a steady tempo, demonstrate secure rhythm and pitch, use appropriate keyboard technique, and perform in time with others, showing developing ensemble awareness and coordination.</p>	<p>Type: Performance (Ukulele) Format: Large Group/ Ensemble Timing: End of half-term Focus: Perform a popular music song on the ukulele using appropriate chord shapes and progressions, demonstrating accurate finger placement, smooth chord changes, steady rhythm and confident ensemble performance.</p>	<p>Type: Performance (Guitar/ Bass/ Drums) Format: Group/ Ensemble Timing: End of half-term Focus: Use informal notation accurately and demonstrate secure instrumental technique, rhythmic accuracy, ensemble awareness and effective collaboration.</p>
Citizenship	<ul style="list-style-type: none"> • PSHE Development: Throughout the second half of year 7, PSHE development is embedded through collaborative music-making, performance and reflection. Students develop confidence, resilience and self-esteem by learning new instruments, rehearsing challenging material and performing individually and as part of ensembles. Group work supports communication, teamwork and mutual respect, while responding to feedback encourages perseverance, self-reflection and emotional regulation in a supportive and inclusive learning environment. • Careers Education: The curriculum introduces students to a range of roles within the music and creative industries, including performer, songwriter, band member, composer and instrumentalist. Through learning informal and formal notation, rehearsing and performing in ensemble settings, students gain insight into professional rehearsal practices and the collaborative nature of musical work. Transferable skills such as teamwork, communication, creativity and time management are highlighted, helping students recognise links between music learning, future qualifications and wider career pathways. • Fundamental British Values: Promoted through respectful collaboration and shared responsibility in ensemble work, reinforcing mutual respect and tolerance. Individual liberty is encouraged through creative choices in performance and interpretation, while democracy is developed through group discussion, peer feedback and collective decision-making. Clear expectations around rehearsal discipline, safe working practices and respect for others reinforce the rule of law within the classroom • SMSC Development: SMSC development is woven throughout the second half of year 7 music through creative expression, cultural exploration and reflective practice. Spiritual development is supported as students' express emotions and ideas through music, while moral development is reinforced through fairness, responsibility and respect during group work. Social development is strengthened through ensemble performance and collaboration, and cultural development is enhanced through engagement with orchestral, popular and rock music from different historical and social contexts 		

Music Overview – Year 8

Music is taught within the Performing Arts Department, offering students the opportunity to explore a range of exciting disciplines, both historical and contemporary. Key Stage students receive two hours of music lessons per fortnight.

	Autumn 1	Autumn 2	Spring 1
Topic(s)	Classical Expression	Folk Music of the British Isles	The Music of Africa
Topic Objectives	Over this six-week unit, students will explore the Romantic period and examine how composers used dynamics, articulation and expressive performance directions to create mood and character in music. Pupils will learn the meaning and English translations of common performance directions and apply them interpretatively on the piano. Through the study of key composers and significant works from this period, students will deepen their historical and stylistic understanding while continuing to develop keyboard skills. The unit will focus on playing a melody and accompaniment together, increasing independence, coordination and rhythmic control across both hands.	Over this six-week unit, students will explore folk music traditions from across the British Isles, identifying key instruments associated with each country and examining how folk music reflects cultural identity and everyday life. Pupils will develop listening and contextual understanding by exploring the sounds, purposes and performance contexts of this music. Alongside this, students will be introduced to the penny whistle, developing wind performance skills with a focus on breath control, finger positioning and posture. Using the Irish folk tune <i>Rattlin' Bog</i> as a performance focus, pupils will build confidence in melodic performance while being introduced for the first time to the skills needed for melodic composition.	Over this six-week unit, students will explore the music of Africa, examining the contexts in which it is performed and the important role it plays in daily life and community. Pupils will develop listening and cultural understanding by identifying a range of African instruments and genre-specific musical devices through focused listening and practical activities. Alongside this, students will further develop performance skills on both tuned and untuned percussion, with a particular focus on the balafon and djembe, learning a variety of playing techniques to control tone and timbre. Pupils will also continue to develop arranging skills and learn how to lead an ensemble through musical gestures and audible cues, building confidence, coordination and ensemble awareness.
Acquired Knowledge/Skills	<p>Knowledge: Pupils will explore the romantic period and its impact on composers' use of dynamic contrast and articulation to create 'mood'. They will be introduced to a variety of performance directions and will learn their English translation before interpreting their meaning on the piano. Pupils will also explore key composers and seminal pieces associated with this period of music.</p> <p>Skills: Pupils will continue to develop their keyboard/ piano skills, building upon independence and coordination developed in the last unit. The focus for this half term will be performing a melody and an accompaniment together, with greater rhythmic challenge in each part.</p>	<p>Knowledge: Pupils will explore folk music from the British Isles, identifying key instruments associated with each folk tradition/ country and how they sound (Penny Whistle, Bagpipes, Harp, Mandolin, etc). Pupils will explore the context in which this music is written and performed and how its role in day-to-day life differs between countries.</p> <p>Skills: Pupils will learn how to play the penny whistle, developing performance skills in relation to wind instruments. They will explore the importance of breath-control in communicating dynamics and changes in pitch, as well as appropriate finger positioning and posture. Pupils will use an Irish folk tune called 'Rattlin' Bog' as a focus for rehearsal and performance. This is the first time pupils will be introduced the skills needed for melodic composition. Pupils will also further develop their listening skills and aural perception through a variety of listening tasks.</p>	<p>Knowledge: In this unit pupils will explore the music of Africa, the context in which it is performed and the role it plays in day-to-day life. Pupils will also identify a range of African instruments and genre-specific musical devices through a variety of listening tasks and performance activities.</p> <p>Skills: In this unit pupils will further develop skills relating to both tuned and untuned percussion. In particular they will focus on the tuned Balafon and on the un-tuned Djembe. Pupils will learn how to use a variety of playing techniques on the Djembe, allowing them to alter tone and produce the range of sounds required to give a convincing performance. Pupils will continue to develop their arranging skills and will learn how to conduct an ensemble using 'musical gestures' and 'audible signals'. Rhythmic improvisation. Pupils will also further develop their listening skills and aural perception through a variety of listening tasks.</p>

Assessments	Type: Arrangement/ Composition Format: Group/ Ensemble Timing: End of half-term Focus: Create and perform a short piano arrangement of a Romantic-style melody, adding an appropriate accompaniment and expressive performance directions. Assessment will focus on how effectively students use dynamics, articulation and texture to communicate mood, alongside accurate coordination of melody and accompaniment and stylistic awareness of the Romantic period.	Type: Performance (Penny Whistle) Format: Solo/ Ensemble Timing: End of half-term Focus: Students will perform an Irish folk tune (<i>Rattlin' Bog</i>) on the penny whistle, demonstrating secure breath control, accurate finger placement and posture, and effective control of pitch and dynamics. Assessment will focus on technical accuracy, tone quality, stylistic confidence and the ability to perform fluently as a soloist or within a small ensemble.	Type: Composition & Arrangement/ Performance Format: Group/ Ensemble Timing: End of half-term Focus: Students will compose and perform a stylistically accurate djembe rhythm to accompany the main melody of <i>Yiri: Koko</i> . Assessment will focus on the effective use of African rhythmic features, appropriate playing techniques to vary tone, accuracy of timing, and how well the composed rhythm complements and supports the melody within an ensemble performance.
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	Spring 2	Summer 1	Summer 2
Topic(s)	12-Bar Blues	Chords in Pop	Band Camp 2
Topic Objectives	Over this six-week unit, students will explore the development of blues music, tracing its roots from African musical traditions through to its influence on American Rock 'n' Roll. Through a range of listening, performance and improvisation activities, pupils will identify key musical devices, instrumentation and influential musicians associated with the style. Students will further develop melodic improvisation skills and refine their performance techniques across a variety of instruments, including keyboard, guitar, bass guitar and drum kit. The unit will also strengthen aural perception through focused study of the 12-bar blues chord pattern, supporting students' understanding of harmony, structure and stylistic authenticity.	Over this six-week unit, students will develop their understanding of harmony within popular music by learning to identify and interpret chords using informal chord symbols and guitar frames. Pupils will explore major and minor triads, seventh chords and slash chords, and apply this knowledge in practical rehearsal and performance contexts. Through focused keyboard work, students will further develop limb independence and coordination, strengthening their piano and keyboard technique. The unit also develops listening skills and aural perception through a range of listening activities, enabling students to recognise chord types and harmonic progressions within popular music.	Over this six-week unit, students will consolidate and apply the musical knowledge and skills developed in <i>Band Camp 1</i> and <i>Chords in Pop</i> through the rehearsal and performance of a pop or rock song of their choice. Pupils will further develop their understanding of informal Western notation to support accurate learning and ensemble performance, with the aim of performing to a small audience at the end of the unit. Alongside continued development of instrument-specific performance techniques, students will build effective rehearsal skills by setting realistic targets, structuring rehearsals purposefully and evaluating progress. Through regular reflection and feedback, pupils will refine their sense of style, ensemble awareness, technical accuracy and overall performance confidence.
Acquired Knowledge/Skills	<p>Knowledge: In this unit pupils will examine the development of blues music; from its African origins through to its influence on American Rock n' Roll. Through a variety of performance, improvisation and listening tasks pupils will explore the musical devices, instrumentation and influential musicians associated with the style.</p> <p>Skills: Pupils will further develop their improvisation skills in a variety of performance settings, with melodic improvisation being a key</p>	<p>Knowledge: In this unit, pupils will learn to identify the notes of a chord from informal chord symbols and guitar frames. They will learn how to sound out major & minor triads, seventh chords and 'slash-chords', and will apply this knowledge to rehearsal and performance settings.</p> <p>Skills: Pupils will further develop their piano & keyboard skills, focussing on the development of limb-independence and coordination. Pupils will also further develop their listening skills and</p>	<p>Knowledge: Pupils will consolidate the musical concepts first introduced in both the Band Camp 1 and Chords in Pop units. They will further develop their understanding of informal western notation to learn a pop or rock song of their choice, with the aim of performing to a small audience at the end of the unit.</p> <p>Skills: As well as further developing a variety of instrument-specific performance techniques, pupils will develop the skills needed for effective rehearsal. They will be required to set realistic</p>

	<p>focus of the unit. They will continue to refine their performance skills on a variety of instruments including keys, guitar, bass guitar and drum kit. Pupils will continue to develop their aural perception through the study of the 12 bar blues chord pattern.</p>	<p>aural perception through a variety of listening tasks.</p>	<p>rehearsal objectives and to carefully structure their rehearsals to ensure these are met. At the end of each rehearsal, pupils will review and evaluate their success and identify areas for further development. They will then use these evaluations to set rehearsal objectives in the following lesson. The objects they set will relate to sense of style, ensemble skills, performance skills and technical ability.</p>
<p>Assessments</p>	<p>Type: Improvisation & Composition/ Performance Format: Solo Timing: End of half-term Focus: Improvise a melodic solo on the keyboard using the blues scale over a 12-bar blues chord pattern. Assessment will focus on accurate use of the blues scale, rhythmic control, confident keyboard technique, and stylistic authenticity, including phrasing, articulation and a sense of swing appropriate to the blues style.</p>	<p>Type: Application of Theory through Performance Format: Solo Timing: End of half-term Focus: Students will perform a short pop-style piece on the keyboard, accurately realising chords from informal chord symbols and guitar frames. Assessment will focus on correct voicing of major and minor triads, seventh and slash chords, effective coordination between hands, steady timing, and the ability to maintain a secure harmonic accompaniment within a performance context.</p>	<p>Type: Performance Format: Ensemble Timing: End of half-term Focus: Students will perform their chosen pop or rock song as part of a small ensemble to a live audience. Assessment will focus on secure instrumental technique, accurate use of informal notation, ensemble cohesion, stylistic awareness, and effective rehearsal practice, including evidence of goal setting, reflection and improvement across the rehearsal process.</p>
<p>Citizenship</p>	<ul style="list-style-type: none"> <p>PSHE Development: Across the Year 8 Music curriculum, students develop confidence, resilience and self-esteem through regular practical music-making and performance. Working individually and in groups helps students build positive relationships, communication skills and teamwork, while structured rehearsal and performance activities encourage perseverance and a positive response to feedback. Music also supports emotional awareness and wellbeing, providing students with opportunities to express themselves creatively in a safe and inclusive environment.</p> <p>Careers Education: Year 8 Music introduces students to a wide range of careers within the music and creative industries, including performers, composers, songwriters, arrangers and ensemble musicians. Through learning different instruments, notation styles and rehearsal techniques, students gain insight into how musicians work in professional settings. The curriculum highlights transferable skills such as collaboration, creativity, leadership and time management, helping students understand how music can support future study and career pathways both within and beyond the arts.</p> <p>Fundamental British Values: These are embedded throughout the Year 8 Music curriculum through respectful collaboration, shared responsibility and creative choice. Ensemble performance promotes mutual respect and tolerance as students listen to, support and value one another's contributions. Opportunities for discussion, reflection and group decision-making encourage democracy, while clear expectations around rehearsal discipline, safe working practices and performance behaviour reinforce the rule of law and personal responsibility.</p> <p>SMSC Development: The Year 8 Music curriculum supports students' spiritual, moral, social and cultural development through creative expression, reflection and cultural exploration. Students explore music from a range of traditions and historical contexts, including classical, folk, African and popular styles, developing cultural understanding and appreciation. Collaborative performance strengthens social skills and empathy, while reflection and evaluation promote moral understanding, self-awareness and personal growth.</p> 		

Music Overview – Year 9

Music is taught within the Performing Arts Department, offering students the opportunity to explore a range of exciting disciplines, both historical and contemporary. Key Stage students receive two hours of music lessons per fortnight.

	Autumn 1	Autumn 2	Spring 1
Topic(s)	Reggae	Minimalism	Riffs in Popular Music
Topic Objectives	Over this six-week unit, students will explore the historical and cultural development of Reggae music, examining its origins and the social contexts that shaped the style. Through a range of listening, singing and performance activities, pupils will identify key musical devices, instrumentation and influential musicians associated with Reggae. Students will continue to develop their instrumental and ensemble performance skills on instruments commonly used within the genre, with rehearsal focused on understanding and accurately performing characteristic rhythmic features such as syncopation, staccato and accents, developing stylistic accuracy and musical confidence.	Pupils will be introduced to a range of contemporary western classical styles including Aleatoricism (chance music), Serialism and Minimalism through a variety of listening, appraising, performance and composition tasks. The focus of the unit will be Minimalism and its links to African drumming (previous unit) and jazz. Pupils will explore key composers, genre specific musical devices, composition techniques and experimental instrumentation associated with the style. In this unit pupils develop their composition skills, utilising their understanding of contemporary techniques and devices to create their own minimalist composition. Pupils will develop their music technology skills through this unit, using sequencing software to create and record their compositions.	Over this six-week unit, students will explore the use of riffs in contemporary popular music through a range of listening, performance and appraising activities. Pupils will identify and compare melodic, bass and chordal riffs across a variety of popular music genres, developing an understanding of their musical function and impact. Building on the instrumental skills developed in <i>Band Camp 1</i> and <i>Band Camp 2</i> , students will further refine their ensemble performance and independent rehearsal skills, applying these confidently in practical contexts to perform music featuring repeating riff-based structures.
Acquired Knowledge/Skills	<p>Knowledge: In this unit pupils will study the historical and contextual development of Reggae. Through a variety of performance, singing and listening tasks pupils will explore the musical devices, instrumentation and influential musicians associated with the style.</p> <p>Skills: Pupils will continue to develop their instrumental and performance skills on a variety of instruments associated with this style. Rehearsal will focus on improving comprehension of more complex rhythmic devices and articulation, such as syncopation, staccato and accents. Pupils will also further develop their listening skills and aural perception through a variety of listening tasks.</p>	<p>Knowledge: Pupils will be introduced to a range of contemporary western classical styles including Aleatoric Music (chance music), Serialism and Minimalism through a variety of listening, appraising, performance and composition tasks. The focus of the unit will be Minimalism and its links to African drumming and jazz. Pupils will explore key composers, genre-specific musical devices, composition techniques and experimental instrumentation associated with the style.</p> <p>Skills: In this unit pupils develop their composition skills, utilising their understanding of contemporary techniques and devices to create their own minimalist composition. Pupils will develop their music technology skills through this unit, using sequencing software to create and record their compositions. Pupils will also further develop their listening skills and aural perception through a variety of listening tasks.</p>	<p>Knowledge: In this unit pupils will explore the use of riffs in contemporary popular music through a variety of performance, listening and appraising tasks. Pupils will explore melodic, bass and chordal riffs in a range of contemporary music genres.</p> <p>Skills: Pupils will continue to refine the instrumental skills learnt in <i>Band Camp 1</i> (year 7) and <i>Band Camp 2</i> (year 8) with a focus on further improving independent rehearsal and ensemble skills.</p>

Assessments	<p>Type: Performance Format: Ensemble Timing: End of half-term Focus: Students will demonstrate accurate use of characteristic rhythmic features such as syncopation, off-beat articulation and accents. Assessment will focus on stylistic accuracy, secure instrumental or vocal technique, rhythmic control, ensemble awareness and confident performance that reflects the conventions of Reggae music.</p>	<p>Type: Composition & Performance Format: Solo/ Ensemble Timing: End of half-term Focus: Students will compose a short minimalist piece using techniques such as repetition, layering and metamorphosis, and perform an extract of <i>Time Lapse</i> by Michael Nyman as part of a small ensemble. Assessment will focus on the effective use of minimalist compositional techniques, accuracy and consistency in performance, ensemble awareness, rhythmic control, and the ability to sustain concentration and cohesion across repeated patterns.</p>	<p>Type: Performance Format: Solo Timing: End of half-term Focus: Students will perform a popular music piece featuring a repeating riff, either individually or as part of an ensemble. Assessment will focus on accurate and confident execution of melodic, bass or chordal riffs, rhythmic precision, secure instrumental technique, ensemble awareness, and the ability to maintain consistency and stylistic accuracy throughout the performance.</p>
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	Spring 2	Summer 1	Summer 2
Topic(s)	African Drumming	Rehearsal Skills	Preparing for Live Performance
Topic Objectives	<p>Over this six-week unit, students will deepen their understanding of African drumming by exploring its cultural context, performance traditions and role in everyday life. Pupils will identify a range of African drums, structural features and genre-specific musical devices through focused listening and practical activities. Building on skills developed in <i>The Music of Africa</i>, students will further refine their performance techniques on the djembe, developing control of tone through a range of playing methods. The unit will also develop students' composition and arranging skills, including leading an ensemble using musical gestures and audible signals, with a particular focus on complex rhythmic features such as polyrhythms, cross-rhythms, accents and rhythmic improvisation to create confident and stylistically authentic performances.</p>	<p>Over this six-week unit, students will consolidate and refine the instrumental, rehearsal and performance skills developed throughout Key Stage 3, with a strong focus on independence and preparation for Key Stage 4 study. Pupils will learn and apply essential health and safety principles associated with rehearsal and performance, while taking increasing responsibility for selecting, resourcing and rehearsing their own chosen material. Through structured rehearsal cycles, students will develop effective rehearsal techniques by setting realistic objectives, evaluating progress and responding to feedback. The unit places particular emphasis on developing stylistic awareness, ensemble skills, technical accuracy and performance confidence, supporting students to rehearse purposefully and professionally.</p>	<p>Over this six-week unit, students will continue to refine the instrumental, rehearsal and performance skills developed throughout Key Stage 3, with a particular focus on preparing for Key Stage 4 study. Pupils will develop their understanding of health and safety in rehearsal and performance contexts while placing greater emphasis on refining performance skills. Students will explore ensemble awareness, sense of style and stagecraft, alongside further development of instrument-specific techniques. Through structured and purposeful rehearsal, pupils will set realistic performance objectives, review and evaluate recorded performances, and use reflection to inform improvement. This unit supports increasing independence, professionalism and confidence in preparation for KS4 performance demands.</p>
Acquired Knowledge/Skills	<p>Knowledge: In this unit pupils will further explore African drumming, the context in which it is performed and the role it plays in day-to-day life. Pupils will also identify a range of African drums, appropriate structures and genre-specific musical devices.</p> <p>Skills: In this unit pupils will further develop performance skills relating un-tuned percussion. In particular they will focus on developing the</p>	<p>Knowledge: This is a skills-based unit, during which pupils will continue to refine the instrumental, rehearsal and performance skills learnt throughout KS3. The core knowledge learnt in this unit will relate to setting objectives, defining SMART targets and tracking/ reviewing progress in preparation for KS4.</p> <p>Skills: During this unit pupils continue to refine their instrumental, rehearsal and performance</p>	<p>Knowledge: This is a skills-based unit, during which pupils will continue to refine the instrumental, rehearsal and performance skills learnt throughout KS3. The core knowledge learnt in this unit will relate to setting objectives in response to a brief, defining SMART targets and tracking/ reviewing progress in preparation for KS4.</p>

	<p>Djembe skills learnt in the Music of Africa unit. Pupils will refine their use of a variety of playing techniques on the Djembe, allowing them to alter tone and produce the range of sounds required to give a convincing performance. Pupils will continue to develop their composition skills, arranging skills and will learn how to conduct an ensemble using ‘musical gestures’ and ‘audible signals’. Complex rhythmic devices such as polyrhythms, cross-rhythms, accents and rhythmic improvisation will be a key focus of performance. Pupils will also further develop their listening skills and aural perception through a variety of listening tasks.</p>	<p>skills. The focus here is on pupil independence, enabling pupils to research, select, resource and then rehearse their chosen material/ song. As well as further developing a variety of instrument-specific performance techniques, pupils will further develop the skills needed for effective rehearsal. This includes setting realistic rehearsal objectives and carefully structuring rehearsals to ensure these are met. At the end of each rehearsal, pupils will review and evaluate their success and identify areas for further development. They will then use these evaluations to set rehearsal objectives in the following lesson. The objects they set will relate to sense of style, ensemble skills, performance skills and technical ability.</p>	<p>Skills: During this unit pupils continue to refine their instrumental, rehearsal skills but focus predominantly on refining their performance skills. As well as further developing a variety of instrument-specific performance techniques, pupils will begin to explore other aspects of performance such as ‘ensemble skill, sense of style and stage craft’. This includes setting realistic performance objectives and carefully structuring rehearsals to ensure these are met. At the end of each rehearsal, pupils will video a short performance, review and evaluate their success and identify areas for further development. They will then use these evaluations to set performance objectives in the following lesson. The objects they set will relate to sense of style, ensemble skills, performance skills (stage craft) and technical ability. (In preparation for KS4).</p>
<p>Assessments</p>	<p>Type: Composition Format: Ensemble Timing: End of half-term Focus: Students will compose and graphically notate a short, stylistically appropriate African drumming piece for djembe ensemble. Assessment will focus on the effective use of genre-specific rhythmic devices (such as polyrhythms, cross-rhythms, call-and-response and accents), accurate application of djembe playing techniques to shape tone and texture, and the ability to structure and refine rhythmic ideas to create a cohesive and balanced ensemble composition.</p>	<p>Type: Performance & Portfolio Work Format: Ensemble/ Solo Timing: End of half-term Focus: Students will be assessed through a short, filmed performance of a chosen piece, demonstrating effective rehearsal planning, safe and professional working practices, technical accuracy, ensemble awareness, sense of style and stagecraft, alongside a reflective evaluation showing how feedback has been used to improve performance.</p>	<p>Type: Performance & Portfolio Work Format: Ensemble/ Solo Timing: End of half-term Focus: Students will be assessed through a live or simulated performance to an audience, demonstrating confident and accurate performance skills, effective ensemble awareness, clear sense of style and purposeful stagecraft. Assessment will also consider students’ preparation for performance, including rehearsal discipline, professional conduct, responsiveness to feedback, and their ability to manage performance conditions such as nerves, transitions and audience engagement.</p>
<p>Citizenship</p>	<ul style="list-style-type: none"> • PSHE Development: Throughout Year 9 Music, students develop confidence, resilience and teamwork through regular performance, rehearsal and composition activities. Working both independently and in groups helps students build communication skills, manage performance nerves and respond positively to feedback. Structured rehearsal processes encourage responsibility, self-reflection and goal setting, supporting students’ emotional wellbeing and preparing them for the increased independence required at KS4. • Careers Education: The Year 9 Music curriculum introduces students to a wide range of pathways within the music and creative industries, including performance, composition, arranging, teaching, sound production and live events. Through practical work, students develop an understanding of professional rehearsal techniques, ensemble roles and performance expectations that mirror real-world musical contexts. Clear links are made between KS3 learning and progression routes into KS4 Music qualifications and future education, training and employment. • Fundamental British Values: British Values are embedded across the curriculum through collaborative ensemble work, respectful discussion and shared responsibility during rehearsals and performances. Students are encouraged to express their ideas confidently while listening to and 		

valuing the contributions of others. The exploration of diverse musical styles and traditions promotes mutual respect, tolerance and an appreciation of cultural diversity, supporting students in becoming respectful and responsible members of society.

- **SMSC Development:** Music in Year 9 supports students' spiritual, moral, social and cultural development by encouraging creativity, self-expression and emotional awareness. Students explore music from a range of cultural and historical contexts, helping them understand how music reflects identity, community and lived experience. Ensemble performance and composition foster social skills, cooperation and empathy, while reflection and evaluation promote self-awareness and personal growth.