



The curriculum for this stage of students' education has been designed to be inclusive to all and to further develop skills in the three main areas of Performance, Composition and Appraisal. The intention is to build upon skills gained in Year 7 to help students to become more confident as both performers and composers. Students will have the opportunity to experience a range of different instruments and genres to discover their strengths. They will continue to further develop their knowledge of music reading, writing and vocabulary using computer programs to reinforce this. The aim is to foster a love of Music, giving students the opportunity to explore different aspects of the subject and see its place within the curriculum as well as society.

<p><b>HALF TERM 1 – LOOPS PROJECT</b> Students will be exploring how to use a DAW (Digital Audio Workstation) and the structure of popular songs using the loops function on Bandlab.</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• How to select appropriate instruments / sounds on a DAW.</li> <li>• How to work in a group to compose a short piece.</li> <li>• How to select different loops that sound good together to create a short piece</li> <li>• How to use a DAW (Digital Audio Workstation)</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <ul style="list-style-type: none"> <li>• Group performances.</li> <li>• A written reflection of their progress.</li> </ul>	<p><b>HALF TERM 2 – POP SONG PROJECT</b> Students will be writing their own pop song, exploring the conventions of popular music further.</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• How to write a melody.</li> <li>• How to write lyrics.</li> <li>• How to select appropriate instruments for their song.</li> <li>• Typical features of a pop song.</li> <li>• How to use a DAW to record their ideas</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <ul style="list-style-type: none"> <li>• Evidence of their composition – written and recorded.</li> <li>• A written reflection of their progress</li> </ul>	<p><b>HALF TERM 3 – BLUES AND JAZZ</b> Students will explore the genre of blues and jazz.</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• The 12-bar Blues structure</li> <li>• A brief context of Blues music</li> <li>• How to play the Blues Scale</li> <li>• Typical jazz/blues instruments</li> <li>• How to improvise</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <ul style="list-style-type: none"> <li>• Individual and group performance assessments</li> <li>• Listening exercises</li> <li>• A written reflection of their progress</li> </ul>
<p><b>HALF TERM 4 – TRANSFORMING THE DOCTOR WHO THEME</b> Students will explore film music and its conventions in order to compose a short piece of sci-fi music.</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• How film composers create atmosphere using the elements of music.</li> <li>• How film composers can set the time/place using music.</li> <li>• How to choose appropriate instruments / sounds for their piece.</li> <li>• How to use a DAW (Digital Audio Workstation) in order to compose.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <ul style="list-style-type: none"> <li>• Group performances</li> <li>• A written reflection of their progress</li> </ul>	<p><b>HALF TERM 5 – REGGAE</b> Students will explore the conventions of Reggae music through learning 'Three Little Birds' by Bob Marley</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• How the chords in reggae are played</li> <li>• What syncopation is</li> <li>• The typical instruments of reggae</li> <li>• A brief context of reggae</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <ul style="list-style-type: none"> <li>• Evidence of their composition – written and recorded.</li> <li>• A written reflection of their progress</li> </ul>	<p><b>HALF TERM 6 – RHYTHMS OF THE WORLD TOUR PART TWO</b> Students will explore music from around the world, using both class and small group ensembles, along with listening.</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• The typical features (Instrumentation, rhythm, texture) and context of:             <ul style="list-style-type: none"> <li>○ Indian Classical</li> <li>○ Calypso</li> </ul> </li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <ul style="list-style-type: none"> <li>• Group performances</li> <li>• A written reflection of their progress.</li> </ul>

**Embedding this knowledge can be supported at home by:** Encouraging additional practice if there is an instrument at home, or by starting to learn an instrument through tuition at school. Making sure that students bring headphones/earphones (must have an AUX lead – no Bluetooth headphones please) to music lessons. Allowing access to computer to help students prepare and revise for knowledge tests, along with our online composition software to create music at home. Recognising the importance of music within the curriculum and its role in helping to build confidence, foster creativity and to build on both social and resilience skills. Pupils are encouraged to take part in extra-curricular activities including the production and more.