



**YEAR
7**

Musical
Elements &
Boomwhackers

Find Your
Voice

West African
Music

Form and
Structure

Sonority –
Instruments
of the
orchestra

The Big Sing

**YEAR
8**

12 Bar Blues

Jazz &
Improvisation

Musical
Theatre

Reggae and
Caribbean
Music

Hooks, Riffs,
Ostinatos
and
Repeated
Patterns

Basslines –
Bass Clef

**YEAR
9**

Film Music

Four Chord
Pop Song
Composition

Samba

Theme and
Variation

Computer
Game Music

Pop Song
Contest

Musical Elements & Boomwhackers

Introduction to key musical language, use of voice and basic performing skills.
Begin to use the elements of music to create own musical ideas and examples.

Link to Eduqas GCSE Music spec:
AoS1, AoS2, AoS3, AoS4

Component 1: Performance

Basic performance skills showing use of musical elements

Component 2: Composition

Use musical elements through composition and creating own musical ideas

Component 3: Appraising

Musical vocabulary – describing features of music through listening

KEY VOCABULARY

Pitch, Duration, Dynamics, Tempo, Timbre, Structure, Texture

Find Your Voice

Through a variety of workshops pupils will explore simple practical work focusing on developing their singing skills.

Link to Eduqas GCSE Music spec:
AoS1, AoS4

Component 1: Performance

Basic performance skills showing use of musical elements

Component 2: Composition

Show understanding of musical elements through composition and creating own musical ideas which use highlight use of specific elements.

Component 3: Appraising

Musical vocabulary – describing features of music through listening

KEY VOCABULARY

Co-ordination, Ensemble, dynamics, vocal ranges, articulation, tempo, structure, texture

West African Drumming

Students will begin learning a Djembe drum, studying the history of music from West Africa, they will perform highly rhythmic music and develop hand drumming techniques

Link to Eduqas GCSE Music spec:
AoS1, AoS2

Component 1: Performance

Basic performance skills showing use of musical elements

Component 2: Composition

Show understanding of musical elements through composition and creating own musical ideas which use highlight use of specific elements.

Component 3: Appraising

Musical vocabulary – describing features of music through listening

KEY VOCABULARY

Instrument specific terminology relating to drums and percussion,

Key Assessments

Split into three strands: Component 1 – Performing, Component 2 – Composing, Component 3 - Appraising

Composing & Appraising

Performing & Composing

Performing & Appraising

Demonstrate knowledge and understanding of the Musical Elements. Complete a performance, in an ensemble, using BoomWhackers.

Perform, using your voice, understand how to create a vocal ensemble performance and compose a 4 chord song using only voices.

Focus on rhythm, demonstrate drumming skills using djembe drums. Perform examples of West African Tribal drum beats, applying appropriate techniques and working in an ensemble.

Form and Structure

Continuation of learning the musical elements, emphasis on understanding of musical structure and form.

Link to Eduqas GCSE Music spec:
AoS1, AoS2, AoS3, AoS4

Component 1: Performance

Basic performance skills showing use of musical elements

Component 3: Appraising

Musical vocabulary – describing features of music through listening, staff notation, rhythmic notation. Use of treble, bass and percussion clef.

KEY VOCABULARY

Duration, Stave, notation, semi-breve, minim, crotchet, quaver, clef, treble, bass. Specific instrument techniques and terminology.

Sonority City

An introduction to the instruments of the orchestra, recognising the variety of sounds made by orchestral instruments and developing a well-known orchestral performance

Link to Eduqas GCSE Music spec:
AoS2, AoS4

Component 1: Performance

Basic performance skills demonstrating ability to work with other musicians, on the same instrument and others.

Component 3: Appraising

Developing listening skills through listening to other musicians and reacting to them. Combining technical knowledge of instrument and listening skills to learn set music through aural exercises.

KEY VOCABULARY

Musical elements, use of specific instrument terminology and techniques, development or aural perception skills and musical language.

The Big Sing

A continuation of whole-class singing teaching with emphasis on musicality, developing the basic technical skills into musical performances showing enhanced levels of control and proficiency, leading up to The Big Sing event.

Link to Eduqas GCSE Music spec:
AoS1, AoS2, AoS3, AoS4

Component 1: Performance

Demonstration of technical instrumental skills through musical performances, higher ability instrument techniques and demonstrating how to perform with other musicians empathetically.

Component 3: Appraising

Musical vocabulary – describing features of music through listening, demonstrating understanding of musical vocabulary through application of aural exercises.

KEY VOCABULARY

Instrument specific terminology relating to drums, percussion, keyboard, guitar, ukulele, trumpet, brass instruments

Key Assessments – These take place at the end of each half term.

Composing & Appraising

Demonstrate an understanding of the musical element of Structure, creating pieces that conform to a variety of musical forms.



Performing & Composing

Understanding of the instruments of the orchestra. Demonstrate the knowledge of what each instrument family sounds like and an understanding of how they are used. Perform a piece of classical music and compose using a variety of sounds.



Performing & Appraising

Collaborative, cross-trust singing project. Prepare for a whole year group performance, demonstrating singing skills, including singing in 3 part harmony.

The Blues and Music of the Americas

Students will continue to explore body percussion skills using more intricate rhythms and co-ordination, exploring the idea of syncopation and polyrhythm to create ensemble performances.

Link to Eduqas GCSE Music spec:
AoS1, AoS2, AoS3, AoS4

Component 1: Performance

Advanced performance skills using syncopation, polyrhythms and ensemble musicianship skills.

Component 2: Composition

Use body percussion skills to create parts suitable for performance in a variety of styles.

Component 3: Appraising

Musical vocabulary – describing features of music through listening

KEY VOCABULARY

Syncopation, Polyrhythm, Co-ordination

Jazz and Improvisation

Students will study Blues and Jazz music, the history of African-American music, Students will establish the context in which modern popular music is born and the cultural links and significance of African-American Music.

Link to Eduqas GCSE Music spec:
AoS1, AoS4

Component 1: Performance

Basic performance skills showing use of musical elements

Component 3: Appraising

Musical vocabulary – describing features of music through listening

KEY VOCABULARY

Pentatonic, Blues Scale, Improvisation, Swing, Spiritual,

Musical Theatre

An introduction to Musical Theatre focusing on Hamilton, The Greatest Showman, Les Misérables and Dear Evan Hansen..

Link to Eduqas GCSE Music spec:
AoS1, AoS3

Component 1: Performance

Using performance techniques commonly used in a musical theatre context

Component 2: Composition

Composing a piece in a typically musical theatre style, understanding of the techniques needed to develop music in this style.

Component 3: Appraising

Musical vocabulary – describing features of musical theatre through listening.

KEY VOCABULARY

Key Assessments – These take place at the end of each half term.

Composing & Appraising

Demonstrate a 12 bar blues performance showing an understanding of the key concepts of The Blues



Performing & Composing

Demonstrate a jazz performance with the use of improvisation, demonstrating an understanding of the blues scale and how to create improvised melodies.



Performing & Appraising

Hamilton, Les Misérables, Greatest Showman and other well-known musicals. Rehearse and refine a performance of a song from one of the musicals we have studied this term.

Reggae and Music of the Caribbean

An introduction to Reggae, Ska and music of the Caribbean, students will use instruments to learn a variety of songs and understand the context of typical themes used. Students will also look at the impact Caribbean music has had on British culture.

Link to Eduqas GCSE Music spec:
AoS1, AoS4

Component 1: Performance

Basic performance skills showing use of musical elements

Component 3: Appraising

Musical vocabulary – describing features of music through listening

KEY VOCABULARY

Syncopation, use of musical elements vocabulary, terminology specific to Caribbean music in a variety of languages.

Hooks and Riffs

Students will study repeated patterns in music and develop an understanding of how they are used in a classical and pop setting. Students will begin composing their own repeated patterns and perform well known examples.

Link to Eduqas GCSE Music spec:
AoS1, AoS4

Component 1: Performance

Basic performance skills showing use of musical elements

Component 3: Appraising

Musical vocabulary – describing features of music through listening

KEY VOCABULARY

Riffs, Ostinato, use of musical elements vocabulary, terminology specific to Caribbean music in a variety of languages.

Basslines and Introduction to GarageBand

An introduction Bass Clef, reading low pitch notation and writing bass lines. Students will begin to learn how to use GarageBand in order to compose their own bass lines,

Link to Eduqas GCSE Music spec:
AoS1, AoS4

Component 1: Performance

Basic performance skills showing use of musical elements

Component 3: Appraising

Musical vocabulary – describing features of music through listening

KEY VOCABULARY

Syncopation, use of musical elements vocabulary, terminology specific to Caribbean music in a variety of languages.

Key Assessments – These take place at the end of each half term.

Performing & Appraising



Performing & Composing



Composing & Appraising

Demonstrate an example of Reggae music, showing an understanding of syncopation and typical stylistic features of Caribbean music. You will also be marked on the technical control of the instruments chosen and the overall accuracy of the performance

Select an iconic Hook or Riff from one of the examples studied for assessment.
You will demonstrate the piece you have been learning and demonstrate that you understand how to compose your own hook or riff, in a specific chosen style.

Create an example of a bass line suitable for a 12 Bar Blues song.
You will be marked on the accuracy of the composition, retrieval of skills from earlier in the year for application of a 12 bar blues style.

Film Music

Students will explore composition techniques used in film music composition,

Link to Eduqas GCSE Music spec:
AoS1, AoS3

Component 2: Composition

Use of leitmotif and phrasing, show understanding of tonality and use of major and minor chords.

Component 3: Appraising

Developing knowledge of tonality, diatonic and chromatic harmony and reading musical articulations.

KEY VOCABULARY

Leitmotif, phrasing, soundscaping, mickey-mousing, pathetic fallacy,

4 Chord Pop Songs

Students will focus on different styles of Popular music over the last 70 years, exploring the differences between musical genres and performing examples from each decade on a variety of instruments.

Link to Eduqas GCSE Music spec:
AoS1, AoS4

Component 1: Performance

Performance skills using two-hand co-ordination accurately playing melodies and chords.

Component 3: Appraising

Developing knowledge of tonality, diatonic and chromatic harmony and reading musical articulations.

KEY VOCABULARY

32-Bar Pop Song, Verse-Chorus Form, Strophic Form, Major and Minor Tonality, Pop music instrumentation.

Brazilian Samba Percussion

An introduction to the instrumentation and rhythms of Brazilian Samba culminating in whole class performances using a variety of percussion instruments. Students will learn elements of Samba-Reggae and understand the context in which samba music is created.

Link to Eduqas GCSE Music spec:
AoS1, AoS2, AoS4

Component 1: Performance

Advanced performance skills using syncopation, polyrhythms and ensemble musicianship skills.

Component 3: Appraising

Musical vocabulary – describing features of music through listening

KEY VOCABULARY

Brazilian instrumentation – Portuguese names for instrument and rhythms.

Key Assessments – These take place at the end of each half term.

Performing & Composing

Students will compose music for a short scene to include relevant stylistic approaches such as mickey-mousing and use of leitmotif.



Composing & Appraising

Create a Popular music composition, either solo or in an ensemble, using a 4 chord harmony concept. Demonstrate accurate stylistic interpretation and use of relevant techniques for specific instruments.



Performing & Appraising

Create a performance of the Samba-Reggae rhythms learnt this term in an ensemble. You will be marked on the accuracy of the performance, how well you interact with other musicians, consistency in timing and rhythm and choice of phrases.

Theme and Variation

Students will explore composition techniques used in 20th Century Minimalist music with focus on the work of John Cage, Steve Reich, Mike Oldfield, Ludovico Einaudi and other Minimalist composers

Link to Eduqas GCSE Music spec:
AoS1, AoS2,

Component 2: Composition

Development of composition using minimalist techniques such as sequencing and phasing.

Component 3: Appraising

Musical vocabulary – describing features of music through listening

KEY VOCABULARY

Sequence, Phasing, Repetition, 20th century art music instrumentation, electronic music techniques. Four-chord composition.

Computer Game Music

Students will focus on different styles of Popular music over the last 70 years, exploring the differences between musical genres and performing examples from each decade on a variety of instruments.

Link to Eduqas GCSE Music spec:
AoS1, AoS4

Component 1: Performance

Performance skills relevant to chosen instruments, demonstrate ability to perform, sympathetically, with other musicians

Component 3: Appraising

Developing knowledge of tonality, diatonic and chromatic harmony and reading musical articulations.

KEY VOCABULARY

32-Bar Pop Song, Verse-Chorus Form, Strophic Form, Major and Minor Tonality, Pop music instrumentation.

Pop Song Contest

Students will explore pop song composition using elements they have used in ensemble musicianship, pop song performance, keyboard skills and other areas studied throughout Key Stage 3. Students will present a group performance of their composition as part of a Music House competition.

Link to Eduqas GCSE Music spec:
AoS1, AoS2, AoS4

Component 1: Performance

Performance skills relevant to chosen instruments, demonstrate ability to perform, sympathetically, with other musicians

Component 2: Composition

Demonstrate use of conventional pop song structures such as 32-bar pop song form, and verse-chorus form. Show appropriate use of lyrics and instruments to create an engaging pop song.

Component 3: Appraising

Developing knowledge of tonality, structure, harmony and reading musical articulations.

KEY VOCABULARY

Chord, Diatonic, Chromatic, Harmony
Legato, Staccato, Articulation, Key, Tonality, Scale

Key Assessments – These take place at the end of each half term.

Performing & Composing

Perform and compose using the structural concept of Theme and Variation, use a variety of techniques to develop a composition which is typical of the style.



Composing & Appraising

Examine the use of music in computer games, understand how music in computer games has progressed from simple sounds to orchestral music and beyond. Compose a piece of music for a set brief to accompany a computer game.



Performing & Appraising

Students will use elements of previously studied units to develop a pop song for performance in a song contest. Students will reflect on styles such as Blues, Reggae, Musical Theatre to create an engaging product.

YEAR 7

Musical Elements & Boomwhackers

Find Your Voice

West African Music

Form and Structure

Sonority – Instruments of the orchestra

The Big Sing

Students are expected to revise musical elements and key concepts at home.

Students may book rehearsal spaces in music with their group at lunch or after school.

Home Learning

Culture Capital

Instrumental tuition through Shropshire Music Service, Video clips of examples of music performances and compositions, Extra curricular clubs in Music, School production, School Concerts and assembly performances, Students perform every lesson and peer/self reflect

- Email: Daniel.Mee@shr.mmat.co.uk
- Session 6 Ensembles: Shrewsbury Academy Singers
Rock Band
Drumline
- Session 6 school show rehearsals
- Recording Studio
- Bookable iPads for rehearsals
- Shropshire Music Service Concerts
- Cross-Trust Projects

Wider Links/Support

YEAR 7 MUSIC

YEAR 8

12 Bar Blues

Jazz &
Improvisation

Musical
Theatre

Reggae and
Caribbean
Music

Hooks, Riffs,
Ostinatos
and
Repeated
Patterns

Basslines –
Bass Clef

Students are expected to revise musical elements and key concepts at home.

Students may book rehearsal spaces in music with their group at lunch or after school.

Home
Learning

Culture
Capital

Exploration of Music of BAME Origin
Extra curricular clubs in Music,
School production,
School Concerts and assembly performances,
Students perform every lesson and peer/self reflect

- Email:
Daniel.Mee@shr.mmat.co.uk
- Session 6 Ensembles:
Shrewsbury Academy Singers
Rock Band
Drumline
- Session 6 school show rehearsals
- Recording Studio
- Bookable iPads for rehearsals
- Shropshire Music Service Concerts
- Cross-Trust Projects

Wider Links/
Support

YEAR 8 MUSIC

YEAR 9

Film Music

Four Chord
Pop Song
Composition

Samba

Theme and
Variation

Computer
Game Music

Pop Song
Contest

Students are expected to rehearse all dance and drama at home.

Students may book the dance studio with their group at lunch or after school.

Home
Learning

Culture
Capital

Use of contemporary music technology in composition and performance
Extra curricular clubs in Music,
School production,
School Concerts and assembly performances,
Students perform every lesson and peer/self reflect

- Email:
Daniel.Mee@shr.mmat.co.uk
- Session 6 Ensembles:
Shrewsbury Academy Singers
Rock Band
Drumline
- Session 6 school show rehearsals
- Recording Studio
- Bookable iPads for rehearsals
- Shropshire Music Service Concerts
- Cross-Trust Projects

Wider Links/
Support

YEAR 9 MUSIC