

# Subject: Music

## Year 7 (Modules, Topics)

Term 1	Term 2	Term 3
<p>The Basics through vocal music &amp; singing Students will learn all the basics of music through performance and singing as a group. We will sing music from a range of genres... including pop/ rock, chart and top 40, classical, jazz etc</p> <p><b>Resources:</b> Vocal resources Sheet music</p> <p><b>Assessment:</b> Understanding of the basics of music</p>	<p>Music of The North East Students study traditional music from the North East of England through performance and the composition of a class song about Durham City.</p> <p>African Drumming Using the school's own Djembe set, students focus on rhythm composition and rehearsal, as well as ensemble work.</p> <p><b>Resources:</b> Djembe Ukulele</p> <p><b>Assessment:</b> Performance of students own African drumming composition.</p>	<p>Marches and Fanfares The unit focuses on the reading of notation through marches. Pupils also compose and perform their own fanfares.</p> <p>Electronic Dance Music Pupils compose structured composition with textural matters in mind using online software called Soundation.</p> <p><b>Resources:</b> Glockenspiels Laptops <a href="http://www.soundation.com">www.soundation.com</a></p> <p><b>Assessment:</b> Students' Electronic Dance Music compositions.</p>

## Year 8 (Modules, Topics)

Term 1	Term 2	Term 3
<p>Programme Music Music that tells a vivid story – students compose short pieces in response to impressionist art to create a story line through music.</p> <p>Reggae The start of work on chords and composing chord progressions on ukulele. Students work in pairs or small groups to understanding harmony, chords, key centres and composition.</p> <p><b>Resources:</b> Samba set Keyboards Ukulele</p> <p><b>Assessment:</b> Reggae performance</p>	<p>Blues, Ragtime, Jazz, Pop and Dance A journey through the development of popular music... everything from The Blues developed through the American slave trade through Ragtime, Jazz, Popular music, Dance through to today's chart and top 40 music.</p> <p><b>Resources:</b> Keyboards Drum kits Guitars PA</p> <p><b>Assessment:</b> Performance of students' own blues composition</p>	<p>Brazilian Samba and Bossa Nova Students use the school's own Samba set to rehearse complex syncopated rhythms both as a class and in small groups. Students will act both as ensemble members and leaders.</p> <p>Exploring Modern Music Using contemporary methods to create aleatoric music, students create their own change methods of composing and input their music into Sibelius.</p> <p><b>Resources:</b> Music Laptops Instruments (various) Samba set</p> <p><b>Assessment:</b> Exploring modern music</p>

## Year 9 (Modules, Topics)

Term 1	Term 2	Term 3
<p>Theme and Variations Theme and Variations tests students' overall understanding of their last two years of music. This piece of work becomes very personal to students who are able to challenge themselves to use as music their knowledge of melody, harmony, texture, tone etc in their work.</p> <p><b>Resources:</b> Laptops Keyboards Guitars Various student instruments</p> <p><b>Assessment:</b> Final Theme and Variation composition</p>	<p>Hip Hop and Rap Students briefly study the background to Hip Hop music and its vital relevance in the development of current popular and chart music. Students form their own hip hop bands and develop raps, harmonic beats and bass lines for performance.</p> <p>Now! That's What I Call Music Students study trends in current chart and top 40 music through analysis and performance.</p> <p><b>Resources:</b> Keyboards Bass guitars Laptops iPads</p> <p><b>Assessment:</b> Hip Hop performance</p>	<p>Minimalism This unit in particular builds on both the musical and ICT knowledge gained in the year 8 'Exploring Modern Music' project. Students use ICT extensively to create GCSE level compositions.</p> <p><b>Resources:</b> Laptops Keyboards Various student instruments</p> <p><b>Assessment:</b> Final Minimalism composition</p>