

Music Year 7 Curriculum

Term 1	Term 2	Term 3
Rhythm and Metre STOMP Musicals	Narnia – Through the Wardrobe Samba and Salsa	The treble clef Keyboard skills

Music Year 7 - Key Assessment Objectives

Yellow	Green	Purple
<ul style="list-style-type: none"> Perform a rhythmic part independently and as part of a group. Able to perform a simple melody line. Structure a piece of music in ternary form Able to combine groups of beats. Able to identify the elements of music in a piece of music. Development of ensemble skills through group performance and composition work Development of keyboard skills and vocal skills 	<ul style="list-style-type: none"> Able to perform parts from memory. Able to perform rhythms using notations. Able to take the lead in a performance. Able to take on a solo part. Use a variety of different musical devices in their composition, including melody, rhythms and chords. Recognise that different forms of notation serve different purposes. Able to use different forms of notation. Able to evaluate how the venue, occasion and purpose affects the way a piece of music is created. Able to analyse features within different pieces of music. Able to use the elements of music to describe a piece of music in detail. Clear understanding of the elements of music. Development of understanding of music notation. Development of knowledge of different styles and genres of music. 	<ul style="list-style-type: none"> Able to perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together. Able to perform melodies using notations. Show how a small change of tempo can make a piece of music more effective. Make use the full range of chromatic pitches to build up chords, melodic lines and bass lines. Able to appraise their performances and compositions in more detail, refining them to a higher level with increased musical understanding. Secure understanding of music notation. Secure keyboard / vocal or instrumental skills developed further.

How \ When will it be assessed and moderated

- Assessment of group and individual performances every 3 weeks.
- Assessment of group and individual composition work at the end of the topic.
- Evidence collated through listening tasks completed during different units of work.
- Moderation at end of each term.

Music Year 8 Curriculum

Term 1	Term 2	Term 3
Jazz and Blues Music of the Caribbean	Gospel Music Music and the Media	Popular Music 4 chord pop songs

Music Year 8 - Key Assessment Objectives

Yellow	Green	Purple
<ul style="list-style-type: none"> Perform a rhythmic part independently and as part of a group. Able to perform a simple melody line. Able to perform rhythms using notations. Able to take the lead in a performance. Able to take on a solo part. Structure a piece of music in ternary form. Able to use different forms of notation. Able to analyse features within different pieces of music. Able to use the elements of music to describe a piece of music in detail. Clear understanding of the elements of music. Development of ensemble skills through group performance and composition work Development of keyboard skills and vocal skills. Development of understanding of music notation. Development of knowledge of different styles and genres of music. 	<ul style="list-style-type: none"> Able to perform parts from memory. Able to perform rhythms using notations. Able to perform melodies using notations. Able to take the lead in a performance. Make use the full range of chromatic pitches to build up chords, melodic lines and bass lines. Use a variety of different musical devices in their composition, including melody, rhythms and chords. Recognise that different forms of notation serve different purposes. Able to appraise their performances and compositions in more detail, refining them to a higher level with increased musical understanding. Able to evaluate how the venue, occasion and purpose affects the way a piece of music is created. Able to analyse features within different pieces of music. Able to use the elements of music to describe a piece of music in detail. Clear understanding of the elements of music. Greater understanding of different styles and genres of music. 	<ul style="list-style-type: none"> Able to perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together. Able to perform melodies and rhythms confidently using notations. Show how a small change of tempo can make a piece of music more effective. Make use the full range of chromatic pitches to build up chords, melodic lines and bass lines when creating a piece of music. Able to appraise their performances and compositions in detail, refining them to a higher level with increased musical understanding. Secure understanding of music notation. Secure keyboard / vocal or instrumental skills developed further.

How \ When will it be assessed and moderated

- Assessment of group and individual performances every 3 weeks.
- Assessment of group and individual composition work at the end of the topic.
- Evidence collated through listening tasks completed during different units of work.
- Moderation at end of each term.