|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | | **Summer 2** |
| **7** | **Rhythm and Metre** | **Melody and Pitch** | **Composing with Loops** | **Chords** | **African Music** | **Riffs and Chords** | |
| **Learning Links** | <https://www.thenational.academy/teachers/programmes/music-secondary-ks3-l/units/stomp-and-sing-a4d4/lessons?sid-e15afd=L9WgA_TOTE&sm=1&src=3> | | <https://www.thenational.academy/teachers/programmes/music-secondary-ks3-l/units/band-musicianship-1-the-four-chord-trick-3b3f/lessons?sid-aff4b6=WdIXs_3GSo&sm=1&src=3> | | <https://www.thenational.academy/teachers/programmes/music-secondary-ks3-l/units/the-power-of-the-pentatonic-608b/lessons?sid-998760=YIA9G6tcLN&sm=1&src=3> | | |
| **Assessment Method** |  |  |  |  |  |  | |
| Icon  Description automatically generated  **Opportunities** | **CEIAG –** The Elements of music i.e. learning notation / language. Performance and development of skills.  **SMSC –** Cultural influences, Cultural capital, character education, spiritual development. Reflecting on self-development.  **ENRICHMENT** – Performance skills. Instrument skills.  **BRITISH VALUES –** Individual liberty, democracy. | | | | | | |
| **8** | **Blues** | **Ground Bass** | **4 Chord Songs** | | **Folk Music** | **Ambient Music** | |
| **Learning Links** | <https://www.thenational.academy/teachers/programmes/music-secondary-ks3-l/units/band-musicianship-2-the-blues-6049/lessons?sid-9b7be2=ncHmEZ65Hy&sm=1&src=3> | | <https://www.thenational.academy/teachers/programmes/music-secondary-ks3-l/units/the-beauty-of-the-baroque-10cd/lessons?sid-56a955=Y7wRGwif3e&sm=1&src=3> | | <https://www.thenational.academy/teachers/programmes/music-secondary-ks3-l/units/west-african-music-373e/lessons?sid-369582=DQ12JMbndi&sm=1&src=3> | | |
| **Assessment Method** |  |  |  |  |  |  | |
| Icon  Description automatically generated  **Opportunities** | **CEIAG –** Development of musical skills. Employability – speaking and listening, expression and reaction.  **SMSC –** Cultural influences on world music, the impact of expression, traditional music. Cultural capital, character education, spiritual development.  **ENRICHMENT –** Performance skills. Instrument skills.  **BRITISH VALUES –** Democracy. | | | | | | |
| **9** | **Musicals** | | **Film Music** | | **Pop Music and Song Writing** | | |
| **Learning Links** | <https://www.thenational.academy/teachers/programmes/music-secondary-ks3-l/units/fusions-b6e5/lessons?sid-a6e714=7nef6-9tUf&sm=1&src=3> | | <https://www.thenational.academy/teachers/programmes/music-secondary-ks3-l/units/using-technology-musically-film-music-2371/lessons?sid-2ed727=9J387gBofd&sm=1&src=3> | | <https://www.thenational.academy/teachers/programmes/music-secondary-ks3-l/units/band-musicianship-3-songs-for-a-better-world-125b/lessons?sid-92a427=3fYTB5OT6N&sm=1&src=3> | | |
| **Assessment Method** |  |  |  |  |  |  | |
| Icon  Description automatically generated  **Opportunities** | **CEIAG –** Careers – listening and performing, creative composing and arranging.  **SMSC –** Ethical and moral reasoning, understanding skills in different contexts, style and diversity in the arts. Cultural capital, character education, spiritual development.  **ENRICHMENT –** Performance styles, instrument skills.  **BRITISH VALUES –** Respect and tolerance, democracy. | | | | | | |

|  |  |
| --- | --- |
| **E-Safety** | **Use of secure websites**  **No use of personal details**  **Internet used as research tool**  **Use of computers in line with school policy** |

**Wchere does ‘Respect, Inspire and Achieve’ feature in our curriculum?**

Vision

To ensure that all young people, regardless of their background, achieve their best in a safe, secure, caring yet challenging learning environment where all of our students are inspired to respect others.  To develop their talents and to raise their aspirations to leave school with the academic, social and practical skills to lead a successful, happy and responsible life.

|  |  |
| --- | --- |
| **RESPCT** | Politeness, honour, and care shown towards someone or something that is considered important (OED)  Consider: Respect for other people, beliefs, culture, behaviour, learning, the environment… |
| 7, 8 & 9 | Performance to peers.  Culture and tradition within musical genres and styles.  Analysing issues through music.  Self-reflection and regulation. |

|  |  |
| --- | --- |
| **INSPIRE** | The desire, confidence, or enthusiasm to do something well (OED)  Consider: Aspirations, future learning/ study, how to improve, target setting to achieve goals… |
| 7, 8 & 9 | Promoting a love of musical understanding.  Understanding and skills development of a range of instruments.  Spotlight on musical artists and performers.  Use of music technology. |

|  |  |
| --- | --- |
| **ACHIEVE** | To succeed in reaching a particular goal, status, or standard, especially by making an effort for a long time  Consider: Achieve targets, improving work/ grades… |
| 7, 8 & 9 | Practical and theoretical assessment with a focus on the building blocks of music.  Developing new skills. |