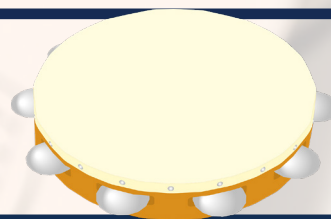


Year  
**1**

# Music



## Follow the Leader

- Playing in time to the beat
- Clapping a simple rhythm



**Musical Dimensions** - Clap and sing back rhythms and play rhythmic games

Explore and experiment with untuned and body percussion

## Rocky rhythms

- Tempo changes
- Musical instruments



Play untuned instruments at fast and slow tempos



**Perfect Pitch** - Getting higher and lower and precision

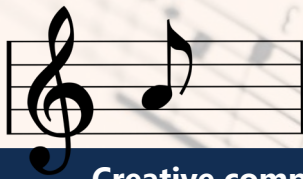
Children will begin to sing simple songs with expression and explore creative ways in which the voice can be used.

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# Music



## Creative composers

Pupils will choose sounds to match pictures, stories, scenes and emotions

## CREATING

Pupils will create their own improvised sound effects inspired by stories and poems.

**LOUD!**



**Quiet...**

## Jumping around all over the place

Children will play sounds getting louder and softer

Year  
**2**



## African Music

### Pulse, rhythm and Ostinato

- Play on tuned and untuned instruments
- Create short rhythmic patterns and vary the tempo



## Collaborative



## Body songs

- Singing in tune
- Read and write graphic representations of rising and falling pitch
- Sign in rounds

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## Tudors - Improvisation and composition.

Choose sound to match pictures, rehearse composition sounds to represent a picture, scene and emotion...





# Music



## Musical styles

- Listening and appraising
  - Describing music
- Identify loud and soft dynamics

Year  
3



## META-THINKING

### Recorders

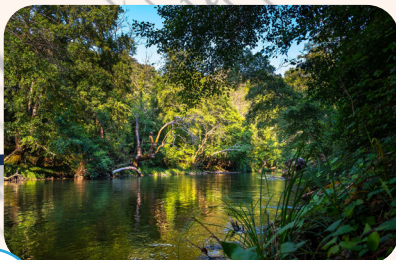
Pupils will learn to play musical instruments, with increased accuracy, fluency and control. They will be introduced to key composers and pieces.



### Stone Age Village Compositions

#### Improvisation and Composition

- Compose using given forms
- Select appropriate instruments for compositions and start to perform in groups



### The Rainforest

- Recognise the sounds of individual instruments
- Sing and play untuned instruments together
- Begin to explore rhythmic patterns to compose a piece



ANALYSING

### Ancient Greece

Compare music using the terms faster or slower and hold a melody line with confidence showing control in singing.

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# Music

Year  
4



## Food, glorious food

- Read and write notes A - C, progressing to A - E
- Begin to practice using expression in your singing and develop listening

**Musical recital** - parents and carers are invited to view a musical recital with the instruments their children have been learning



## First Access Lessons

Students will be introduced to a variety of brass instruments, and will learn to play their chosen instrument with increased accuracy, fluency and control.



## Christmas

To perform using voices

An introduction to the terms and symbols for forte(loud) and piano(soft)

*f*

*p*

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## Romans, Vikings and invasion

- Compose using given forms
- Read and write notes A-C on a single line, progressing to A-E on two lines
  - Layered composition



# Music



## Weather and seasons

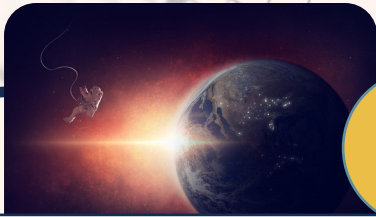
Pupils will explore textures, harmony and Baroque Music. They will recognise the sounds of individual instruments and be able to develop skills percussion instruments in groups...

Year  
**5**



## Water

- Exploring melodic shapes and dynamics
- Read and write notes A-G
- Develop performing skills
- Take turns to both lead and direct the group



## Space

Exploring programme music and dynamics

- An introduction to the terms and symbols for *crescendo* and *diminuendo*
- Perform in student-led ensemble



## Victorians

Exploring street cries and Music Hall

- An introduction to musical language for tempo: *lento* (slowly) and *allegro* (quickly)
- Recognise the sound of individual instruments in an ensemble, and their contribution to the overall sound

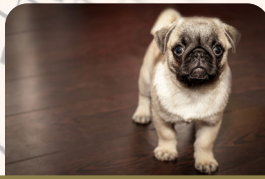


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# Music



**Animal Crackers** - Children will explore descriptive music and be able to play tuned and untuned instruments in two parts.



Students will show confidence in part singing, and sing with increasing control and expression, both individually and in groups.

Year  
6



## Music of the Far East

- Exploring the pentatonic scale
- Pupils will play three-part ensembles
  - rhythm, harmony and melody
  - Student-led ensemble

## Britain since 1930

Exploring music of the Second World War

Pupils will show an awareness of musical shape in their singing - show, fluency, expression and accuracy.



## Pictures at an exhibition

Pupils will explore music and art. They will use and understand musical terms such as: Pianissimo, Mezzo-piano, Mezzo-forte, Forte, Fortissimo, Crescendo and Diminuendo.

Pupils will be able to read and write notes middle C to top G on a treble clef staff, incorporating bar lines, time signatures and rests.



META-THINKING



ANALYSING



Year  
**7**

# Music



**Rhythm**  
Studying composition



**Vocal work**



**Blues**

Students will study performance, composition and appraising



**Experimental music**



**Programme music**



**Classroom orchestra**

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# Music

Year  
8

## Variations

Composition and appraising



## Minimalism

ANALYSING



Reggae - Performance



TV themes

Year  
9



## Grieg

Appraising, practical and performance.

Edvard Grieg - Norwegian composer and pianist.

## New Directions



Film music

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# Music



**Pop music**  
Performance and  
appraisal



**Open choice**  
Performance, composition and appraisal

Years  
**10 & 11**



**Performance** - Students will perform both a solo and ensemble piece on a specific topic

**30% of final GCSE grade**



**REALISING**

**Automaticity -**

The ability to use some skills with such ease as they no longer require active thinking

**Composition**

1. A piece composed to a brief set by exam board
2. A 'free' composition - students can compose a piece of their choosing

**30% of final GCSE grade**

# GCSE Music

## Theoretical knowledge

Students will study the 4 following areas as part of their GCSE theoretical work:

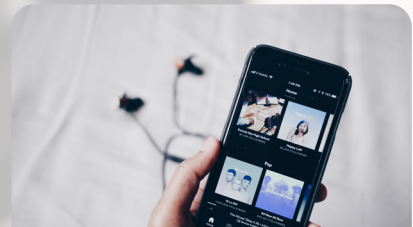
### Musical forms and devices



### Music for Ensemble



### Film music



### Popular music



### Appraising - 8 question written exam

(1h15m - 40% of final grade - held in June of Year 11)

Students are examined on eight questions in total, two on each of the four areas of study listed above.



### GCSE Music Concert



Year  
12

# A Level Music



**Haydn Symphony no 104 in D**  
Movements 1 and 2

Students will study the following areas in preparation for their performance pieces:

1. The Western Classical Tradition
2. Rock and Pop
3. Music Theatre
4. Jazz

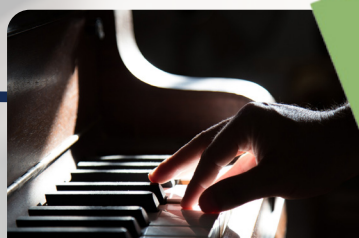


Creating



## Composition

Preparation of your portfolio of two compositions, one set brief by WJEC, and one free composition piece.



META-THINKING

## Performance

As a soloist or as part of an ensemble

One piece must be from one of the 4 areas of study listed above.

## Year 12 AS Level exam:

Appraising written exam based on two areas of study:

1. The Western Classical Tradition
2. A choice of one area of study from: Rock and Pop, Musical Theatre and Jazz.

1h30m  
40% of AS qualification

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# A Level Music

Year  
**13**

**Haydn Symphony no 104 in D**  
Movements 1 - 4



## ANALYSING

Dictation and listening work

### Further education

Students will begin their College/  
University or Conservatoire applications.



Continue work on performance  
and composition piece(s), in  
readiness for your final work to be  
sent to the exam board.

## A-Level assessment

Students will be assessed in 3 forms for A Level, and they have the choice of either  
Option A or Option B:

### Option A (Performance specialism):

- 3 or more performances (35% of grade)
- 2 compositions (25% of grade)

### Option B (Composition specialism):

- 2 performances (25% of grade)
- 3 compositions (35% of grade)

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2h15m | 40% of A Level grade

**All** students will complete a written exam on:  
Music in the 20th Century **or** 21st century as well as the 4  
areas of study in Year 12.