

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre Year 7						
This course is/is not studied in primary school. (school dependant)			Interventions/support in place: Starting unit allows all students to either recap or develop understanding of the initial key terminology required for the subject.			
Year 7						
Topic/Focus	Musical dimensions		Baseline assessment & The musical elements		Music Game and Introducing Music Technology	
Sequencing	Introduces all the key terms needed to be able to describe and analyse music. Due to some primary schools not teaching music it allows all students to be given the basic knowledge they require to develop further until KS4 and beyond.		Baseline assessment for new music teacher of all KS3 students.  Introduces the musical elements which will be used throughout secondary education.		Using the music knowledge gained over the past few months, they are going to design a music game – this can be a board game, quiz style or copy a game from the TV with a music theme (i.e. who wants to be a millionaire)  Introduction to the DAW Bandlab	
Extended Learning	compare and analyse different songs		Use of music specific language ie pitch, dynamics etc To be able to identify how the musical elements have been used in a variety of pieces of music Use of musical elements when composing a piece of experimental vocal music		To play the games produced in the lessons – can be each other's  Use of higher-level technology to make games even more enjoyable and challenging to play. To be able to use the basic controls in bandlab	
Formal Assessment	Class performance and listening assessment 1		Written listening paper		DAW project	
Year 8						
Topic/ Focus	Historical understanding		Baseline assessment & The musical elements		Music Game and Introducing Music Technology	
Sequencing	This gives the understanding of how music was developed through the musical decades. Students will have learnt all the dimensions and core terms required to be able to analyse different pieces.		Baseline assessment for new music teacher of all KS3 students.  Introduces the musical elements which will be used throughout secondary education.		Using the music knowledge gained over the past few months, they are going to design a music game – this can be a board game, quiz style or copy a game from the TV with a music theme (i.e. who wants to be a millionaire)  Introduction to the DAW Bandlab	

Extended Learning	Create a timeline of the different historical periods and include some of the most famous composers of that period. Also add in historical	Use of music specific language ie pitch, dynamics etc To be able to identify how the musical elements have been used in a variety of pieces of music Use of musical elements when composing a piece of experimental vocal music	To play the games produced in the lessons – can be each other's Use of higher-level technology to make games even more enjoyable and challenging to play. To be able to use the basic controls in bandlab
Formal Assessment	Listening assessment/ performance of a historical piece.	Written listening paper	DAW project

Year 9			
Topic/Focus	Film/ Game	Baseline assessment & The musical elements	Music Game and Introducing Music Technology
Sequencing	using all the understanding of the dimensions and musical conventions students will be able to use these to compose their own music for film/ game music	Baseline assessment for new music teacher of all KS3 students. Introduces the musical elements which will be used throughout secondary education.	Using the music knowledge gained over the past few months, they are going to design a music game – this can be a board game, quiz style or copy a game from the TV with a music theme (i.e. who wants to be a millionaire) Introduction to the DAW Bandlab
Extended Learning		Use of music specific language ie pitch, dynamics etc To be able to identify how the musical elements have been used in a variety of pieces of music Use of musical elements when composing a piece of experimental vocal music	To play the games produced in the lessons – can be each other's Use of higher-level technology to make games even more enjoyable and challenging to play. To be able to use the basic controls in bandlab
Formal Assessment	performance of music along side film music- listening assessment	Written listening paper	DAW project
Qualification	BTEC Tech award Music Practice		
Topic	PSA 1 - Component 1 – Exploring Music Products and Styles		
Sequencing	builds on knowledge gained from key stage 3 and looks at specific styles and how they are composed/ developed	developing instrumental skills demonstrating chosen styles explored	

Extended Learning	Research of conventions used in different styles/ practicing instrument outside of classroom	practicing outside of the classroom	
Formal Assessment	Submission of PSA 1	Submission of PSA 1	
Year 11			
Qualification	RSL: Music practitioner		
Topic	Managing a music product Introduction to Music	The music industry	The music industry
Sequencing	final performance to show development and ability to perform to an audience.	Understand different types of organisations that make up the music industry Understand job roles in the music industry	Understand different types of organisations that make up the music industry Understand job roles in the music industry
Extended Learning	continue to practice pieces outside of the lesson/ exam revision	Exam revision	Exam revision
Formal Assessment	Coursework submitted	Formal written exam	Formal written exam
Post Year 11			
Further Education/training in: Music can be studied at college and at specialist colleges for Music		Employment in: music industry- performance, technology, composition, teacher	

Blue lozenges are prior to new music teacher arriving