



YEAR 7

Building Bricks

This first half term your child will be developing their ability to organise and describe sounds using the elements of music.

Over the course of the term your child will learn:

- Identify some of the more 'basic' Elements of Music – *e.g. pitch, tempo, dynamics, silence and duration* when listening to and appraising a wide range of music.
- Create and perform simple musical demonstrations, following advice, guidance or with support, illustrating one of the Elements of Music.
- Use a basic musical vocabulary to describe dynamics (*e.g. loud, soft, getting louder, getting softer*) and tempo (*e.g. slow, fast, getting slower, getting faster*).
- Follow and perform a graphic score as part of a group.

Rhythm and Pulse

This second half term your child will be developing their ability to read and perform rhythms using a range of notation.

Over the course of the term your child will learn:

- Understand the word “pulse” and the importance of being “on the beat”
- Clap a regular pulse as part of a class/group clapping and improvising short rhythm patterns over a regular pulse
- Follow a graphic score of a rhythm piece and perform rhythms from graphic scores as part of a group with support
- Perform and compose simple rhythms and ostinati using rhythm grid notation including rests and half-beats

YEAR 8

African Music

This first half term your child will be developing their ability to recognise, perform and create African music with an understanding musical conventions and processes.

Over the course of the term your child will learn:

- To explore different rhythmic processes used in African music – cyclic rhythms, polyrhythms, syncopation and call and response and apply these to own composition and performance activities
- To learn about different African musical instruments and make connections between these sounds and timbres available within the classroom
- To listen to a range of different African music, identifying characteristic musical features



Offbeat

The second half term your child will learn that Reggae music developed from a blend of other styles of Caribbean music and from music of African origin.

Over the course of the term your child will learn:

- To sing a part and perform the bass line part of a Caribbean song
- To know and understand the importance of the weaker or “offbeats” in reggae music
- To perform a rhythmic backing on the weak or “offbeats”
- To aurally identify the bass line in reggae music and perform reggae bass lines with support
- To understand that a riff, or a hook, is a short repeated melodic phrase and how this contributes to the overall texture of reggae music perform reggae hooks with support along with a beat
- To create, rehearse, refine and perform an arrangement of a reggae song with awareness of the different textural layers

YEAR 9

Soundtracks

This first half term your child will be developing their ability to enhance a visual image or story with the use of music.

Over the course of the term your child will learn:

- How music can enhance the visual images and dramatic impact of film, and can reflect the emotional and narrative messages of the drama.
- How film soundtrack composers use sound effects, leitmotifs, themes and instrumentation together with tools such as cue sheets and storyboard to assist their planning of a film soundtrack
- How film music can change the viewer’s interpretation of a scene

Rock and Roll

This second half term your child will be developing their understanding of the development of Rock and Rock in terms of history as well as in performance.

Over the course of the term your child will learn:

- Aurally discriminate between Rock ‘n’ Roll music and music in other types and genres
- Understand that Rock ‘n’ Roll emerged in the 1950’s with musicians such as Elvis Presley
- Perform a simple Rock ‘n’ Roll repeating bass line
- Sing Rock ‘n’ Roll songs with support as part of a group with some awareness of harmony
- Understand a triad has three notes and is a type of chord and know, construct and perform the major triads of C, F & G with support along with a bass line