



## TNHA Curriculum Planning Document

Subject: \_\_\_\_\_ Music \_\_\_\_\_

Year: \_\_\_\_\_ 7 \_\_\_\_\_

Timescale	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Prior Learning (from KS2/3)</b>	Various levels of experience at KS2	Various levels of experience at KS2, knowledge of the elements of music gained by studying Building Bricks	Building Bricks I've Got Rhythm	Any experience during KS2 Building Bricks I've Got Rhythm Form & Structure	Any experience during KS2 Building Bricks I've Got Rhythm Form & Structure Musical Futures	Understanding of timbre/sonority from Building Bricks
<b>Topic/ Unit title</b>	Building Bricks	I've Got Rhythm	Form & Structure	Musical Futures – Just Play	Keyboard Skills	Sonority City



<b>SMSC/Cultural Capital/Character/FBV-outline specific areas that are covered in this unit</b>	<p>Students begin to understand how different moods are created in music using the elements of music, and how music can make people feel a certain way. Connections to mental health and music therapy can be made here as well as links to film and TV music. During this unit students work in small groups and so develop a sense of group identity togetherness, with some developing leadership skills or generally how to listen to others.</p>	<p>Students are encouraged to feel the beat during this unit and there are many references to dance and other performing arts avenues in this unit. Students start to connect music from a wide variety of units together and the fundamental importance of timing in music. Through performance and composition activities students get used to performing in front of their peers.</p>	<p>Students begin to understand some more of the fundamentals of how music is made and how music from around the world is connected. Links to maths due to patterns and shapes in the form and structure of music links it to other areas of the curriculum. Students continue to perform and compose building on self-confidence and the ability to reflect on their strengths and weaknesses.</p>	<p>Students choose their own instrument to learn how to play and do this individually, in pairs, as small groups and as whole class exercises. Students build up self-determination, patience and the ability to reflect on their own strengths and weaknesses. Students build up resilience. They begin to understand how music is made. They begin building a sense of group identity and togetherness.</p>	<p>Students start to work on skills such as self-determination, resilience and patience when practicing playing the keyboard. To become a better player they learn to not expect things to happen straight away and to persevere when tasks feel difficult. They build up confidence as they progress and small-paired and group tasks help them to develop their ensemble skills.</p>	<p>Students begin to understand the larger workings of the orchestra, and the history behind the development of it over time. The unit provides listening activities based on music from many different times and places, thus creating a link between historical music and the music the students currently listen to. Students will become more confident in identifying instruments when listening to different genres of music.</p>
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<b>Assessment Opportunities</b>	<ol style="list-style-type: none"> <li>Formative verbal feedback (teacher)</li> <li>Work in progress performances (teacher, peer)</li> <li>Small group performance (teacher, self)</li> </ol>	<ol style="list-style-type: none"> <li>Formative verbal feedback (teacher)</li> <li>Work in progress performances (teacher, peer)</li> <li>Small group performance and composition (teacher, self, peer)</li> </ol>	<ol style="list-style-type: none"> <li>Listening assessments (teacher)</li> <li>Work in progress performances (peer)</li> <li>Small group performance (teacher, peer, self)</li> <li>Small group composition (teacher, peer, self)</li> </ol>	<ol style="list-style-type: none"> <li>Whole class performance - formative verbal feedback (teacher)</li> <li>Work in progress performances (peer)</li> <li>Small group performance (teacher, peer, self)</li> <li>Small group composition (teacher, peer, self)</li> </ol>	<ol style="list-style-type: none"> <li>Listening assessments (teacher)</li> <li>Work in progress performances (peer)</li> <li>Small group performance (teacher, peer, self)</li> <li>Small group composition (teacher, peer, self)</li> </ol>	<ol style="list-style-type: none"> <li>Whole class performance - formative verbal feedback (teacher)</li> <li>Work in progress performances (peer)</li> <li>Small group performance (teacher, peer, self)</li> <li>Small group composition (teacher, peer, self)</li> </ol>
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<b>Links to other units in KS3/4.</b>	All following units - as Musical Futures is all about keeping in time with cues and other players, this underpins everything the students do musically from this unit onwards.	All following units - as Musical Futures is all about keeping in time with cues and other players, this underpins everything the students do musically from this unit onwards.	All performing and composing elements of following units of work. Film Music in Year 9, Musicals in Year 8	All following units - Rhythm & Pulse are one of the fundamentals in music and therefore can be found in all music.	All following units - Form & Structure are one of the fundamentals in music and therefore can be found in all music.	All performing units to follow, Samba and Hooks & Riffs in Year 8, Minimalism and Soundation in Year 9.
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## TNHA Curriculum Planning Document

Subject: \_\_\_\_\_ Music \_\_\_\_\_

Year: \_\_\_\_\_ 8 \_\_\_\_\_

Timescale	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Prior Learning (from KS2/3)</b>	All previous units	All previous units Offbeat - syncopation	All previous units Offbeat - riff/hooks	All previous units Improvisation from All that Jazz	All whole-class performances I've Got Rhythm	Offbeat All About The Bass
<b>Topic/ Unit title</b>	Offbeat	All That Jazz	All About The Bass	Variations	Samba	Hooks & Riffs



<b>SMSC/Cultural Capital/Character/FBV-outline specific areas that are covered in this unit</b>	Awareness of other music genres and cultures, historical context and further development of music theory knowledge. Group identity and togetherness, self-motivation, leading or being led by others	Building more awareness of different musical styles, historical context and how it relates to theatre, art and dance. Confidence in developing performance skills, group identity and togetherness	Awareness of other music genres and cultures, historical context and further development of music theory knowledge. Group identity and togetherness, self-motivation, leading or being led by others	Understanding musical devices and how they can be manipulated to create a certain effect. Small group and pair work, building on group composition skills and responding to feedback.	Historical context and different genres of music. Creating a whole class performance to be celebrated and enjoyed. Sense of belonging and playing a part	Awareness of musical devices used in both classical and contemporary music. Understanding psychology of remembering songs and lyrics. Further understanding of different musical genres
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<b>Assessment Opportunities</b>	1. As whole group – formative assessment of playing techniques (teacher) 2. Small group chord progression composition and performance (teacher/peer/self)	1. Whole class observations (teacher) 2. small group performances (teacher, peer, self)	1. Individual improvisation teacher assessment 2. Group performance teacher/peer assessed 3. Paired composition of lyrics - teacher assessed	1. Listening assessments 2. Group performance (teacher, peer, self) 3. Song composition (teacher, peer, self)	1. Whole class formative assessment (teacher) 2. Group performance (teacher, self, peer) 3. Group composition (teacher, self, peer)	1. Listening assessments 2. Group performance (teacher, self, peer) 3. Paired composition (using music technology if available)- (teacher)
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<b>Links to other units in KS3/4.</b>	Performance and composition at GCSE, Musical Futures project in following term and at the end of Year 9.	Performance and composition at GCSE, this unit will help students learn how to play in time which will help them in all other following units of work.	Understanding different styles and genres of music (Musicals, Samba, Minimalism, Rock & Roll) and the musical features within them – GCSE Listening & Appraising, Area of Study 4 Popular Music performance and composition.	Links to any performing arts units such as Popular Music, GCSE Area of Study 4 Popular Music and Rock & Roll. Performance skills acquired during this unit can be transferred to all other units of work.	GCSE World Music Area of Study 2 Music for Ensemble, Group performance skills acquired during this unit can be transferred to all other units of work.	GCSE Area of Study 1 Musical Forms and Devices, Composition skills throughout Year 9 and to GCSE. Soundation composition unit in Year 9.
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## TNHA Curriculum Planning Document

Subject: \_\_\_\_\_ Music \_\_\_\_\_

Year: \_\_\_\_\_ Yr9 \_\_\_\_\_

Timescale	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Prior Learning (from KS2/3)</b>	Musical Futures I've Got Rhythm and Form & Structure All That Jazz Hooks & Riffs All About The Bass	All units from Year 7 All That Jazz, Variations Hooks & Riffs	All units from Year 7 All About the Bass Hooks & Riffs Variations What Makes a Good Song Soundtracks	All units from Year 7 Variations Hooks & Riffs Offbeat Soundtracks Dance Music	All units from Year 7 Variations Hooks & Riffs Dance Music Soundtracks Computer & Video Game Music	All units studied so far - over time students have been working on their rehearsal, composing and performance skills.
<b>Topic/ Unit title</b>	What Makes a Good Song?	Soundtracks	Dance Music	Computer & Video Game Music	New Directions	Musical Futures



<b>SMSC/Cultural Capital/Character/FBV-outline specific areas that are covered in this unit</b>	<p>Students connect with the music they listen to themselves in this unit, and how it links to historical influences and practices. Students are encouraged to work in an informal setting when producing performances of their own choice of song, thus encouraging them to be self-sufficient and able to work productively as a team.</p>	<p>Students become more aware of the links between music and media, understanding concepts that have been successful for decades. Students understand the techniques used and apply them to their own compositions, and they are able to reflect on their own strengths and weaknesses via self-evaluation exercises.</p>	<p>Students are able to understand the role of music technology in the music industry, and this unit unlocks potential in non-instrumentalist students. Students connect music with technology and begin creating their own versions of dance music. Students gain a great deal of self-confidence and the ability to problem-solve, reflect and adapt their own and others work.</p>	<p>Students build upon their music technology skills and the compositional techniques used to create video game music. This unit has a strong link to many students' outside musical influences and so they may feel a stronger connection and understanding of it. Students work in pairs or individually, building skills in music production. Self- and peer feedback is regularly encouraged.</p>	<p>Students begin to understand less-known genres of music and how they are used in the music that they listen to today. Students connect Minimalism to other media outlets such as film and TV - linking it to the wider world around them. Through performance and composition activities students learn how to use tools that others have invented to create their own music.</p>	<p>Musical Futures allows students to have the space to learn how to work in a group and how to overcome problems both on an individual and group level. Students begin to understand how to compromise, have patience and understanding for others and to have the courage to perform in front of their peers.</p>
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<b>Assessment Opportunities</b>	<ol style="list-style-type: none"> <li>1. Group performances (teacher, self, peer)</li> <li>2. Group composition (teacher, self, peer)</li> </ol>	<ol style="list-style-type: none"> <li>1. Formative "Work in Progress" performances (teacher, peer)</li> <li>2. Group composition (self, teacher, peer)</li> </ol>	<ol style="list-style-type: none"> <li>1. Two performances of group compositions of different genre films (teacher, peer)</li> <li>2. Formative "Work in Progress" performances (teacher, peer)</li> </ol>	<ol style="list-style-type: none"> <li>1. Formative verbal feedback (teacher)</li> <li>2. Peer feedback</li> <li>3. Summative assessment of finished piece (teacher, self)</li> </ol>	<ol style="list-style-type: none"> <li>1. Formative verbal feedback (teacher, peer)</li> <li>2. Work in progress formative performances (teacher, peer)</li> <li>3. Final performance summative assessment (teacher, self)</li> </ol>	<ol style="list-style-type: none"> <li>1. Formative verbal feedback (teacher, peer)</li> <li>2. Work in progress formative performances (teacher, peer)</li> <li>3. Final performance summative assessment (teacher, self)</li> </ol>
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<b>Links to other units in KS3/4.</b>	Performance and Composition units at GCSE. GCSE Area of Study 2 and 4 Music for Ensemble and Popular Music, Soundation, Rock & Roll and Musical Futures units in Year 9.	Composition at GCSE. GCSE Area of Study 1 and 3 Musical Forms & Devices and Film Music.	Composition at GCSE. GCSE Area of Study 1 and 3 Musical Forms & Devices, Film Music, Soundation unit in Year 9.	Composition at GCSE. GCSE Area of Study Musical Forms and Devices.	Performance and Composition at GCSE, GCSE Area of Study 2 and 4 Music for Ensemble and Popular Music, Musical Futures unit in year 9.	Performance and composition at GCSE, GCSE Area of Study 2 and 4 Music for Ensemble and Popular Music.
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