



TNHA Curriculum Planning Document

Subject: **Music**

Year: **7**

Timescale	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Prior Learning (from KS2/3)	Unknown at KS2 – building on playing skills	Musical Futures Just Play in Autumn 1	Musical Futures in Autumn 1 and 2	All units studied so far in year 7 (due to generic performance skills acquired)	All units studied so far in year 7 (due to generic performance skills acquired)	All units studied so far in year 7 (due to generic performance skills acquired)
Topic/ Unit title	Musical Futures – Just Play	Musical Futures – Just Play	Night & Day	Rhythm & Pulse	Form & Structure	Recycled Rhythms



SMSC/Cultural Capital/Character/ FBV- outline specific areas that are covered in this unit	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.	Students continue building self-confidence and determination. They learn to support one another and work together to make music where they have an awareness of how their part fits with others. Students start to begin basic structures used in music from all over the world and the music that they themselves listen to. They start to connect music in school to music outside of school.	Students begin to understand how different moods are created in music and how this can affect the listener. 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.	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.	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.	Students begin to understand polyrhythms and how they are commonly used in music from all over the world. Students really build on group identity and togetherness as they rely so heavily on each other to perform a piece accurately. Some students will develop leadership skills and throughout all students will continue to improve on their own music ability.
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Assessment Opportunities	Formative verbal feedback (teacher) Work in progress performances (teacher, peer) Small group performance (teacher, self)	Formative verbal feedback (teacher) Work in progress performances (teacher, peer) Small group performance and composition (teacher, self, peer)	Listening assessments (teacher) Work in progress performances (peer) Small group performance (teacher, peer, self) Small group composition (teacher, peer, self)	Whole class performance - formative verbal feedback (teacher) Work in progress performances (peer) Small group performance (teacher, peer, self) Small group composition (teacher, peer, self)	Listening assessments (teacher) Work in progress performances (peer) Small group performance (teacher, peer, self) Small group composition (teacher, peer, self)	Whole class performance - formative verbal feedback (teacher) Work in progress performances (peer) Small group performance (teacher, peer, self) Small group composition (teacher, peer, self)
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Links to other units in KS3/4.	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
Prior Learning (from KS2/3)	Musical Futures work from Summer Year 7	Musical Futures – Just Play from Autumn 1	Knowledge of chord progression and playing techniques – Rhythm & Pulse and Night& Day units from Y7	Understanding of how to play in time together – Musical Futures and all other units in Y7	Creating music as a whole class – Musical Futures	Playing in time – making music memorable – Reggae in Y7
Topic/ Unit title	Musical Futures – Just Play	Musical Futures – Just Play	Jazz Improvisation	Musicals	Samba	Hooks & Riffs
SMSC/Cultural Capital/Character/FBV-outline specific areas that are covered in this unit	Awareness of popular music styles and playing techniques, creating music as a class/small group – group identity and togetherness.	Further small group work – self-motivation, determination and confidence, developing playing techniques, awareness of different instruments	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	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



Assessment Opportunities	As whole group – formative assessment of playing techniques (teacher) 2. Small group chord progression composition and performance (teacher/peer/s elf)	Whole class observations (teacher) 2. small group performances (teacher, peer, self)	Individual improvisation teacher assessment Group performance teacher/peer assessed Paired composition of lyrics - teacher assessed	Listening assessments Group performance (teacher, peer, self) Song composition (teacher, peer, self)	Whole class formative assessment (teacher) Group performance (teacher, self, peer) Group composition (teacher, self, peer)	Listening assessments Group performance (teacher, self, peer) Paired composition (using music technology if available)- (teacher)
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Links to other units in KS3/4.	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: 9

Timescale	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Prior Learning (from KS2/3)	Musical Futures unit in Year 7 and 8, Rhythm & Pulse and Form & Structure units in Year 7, Jazz Improvisation and Hooks & Riffs units from Year 8.	Night & Day, Rhythm & Pulse and Recycled Rhythms units from Year 7, Samba and Hooks & Riffs units from Year 8.	All units from Year 7, Jazz Improvisation and Musicals units from Year 8. Previous unit Minimalism.	All Musical Futures units studied so far, Rhythm & Pulse and Form & Structure units from Year 7, Samba and Hooks & Riffs unit from Year 8. All units studied so far in Year 9.	All Musical Futures units studied so far, Rhythm & Pulse and Form & Structure units from Year 7, Jazz Improvisation and Hooks & Riffs units from Year 8, Popular Song from Year 9.	All Musical Futures units studied so far, Rhythm & Pulse, and Form & Structure from Year 7, Jazz improvisation and Hooks & Riffs from Year 8, Popular Song and Rock & Roll from Year 9.
Topic/ Unit title	Popular Song	Minimalism	Film Music	Soundation	Rock & Roll	Musical Futures



<p>SMSC/Cultural Capital/Character/FBV- outline specific areas that are covered in this unit</p>	<p>Students get to choose their own instrument to learn in different settings, individually, in pairs, small groups and as a whole class. Students learn how to be independent in their learning. Students begin learning how instruments work and their historical context. Through whole class, paired and small group work students work on their self-confidence and resilience.</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>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>In this unit students really build on group identity and togetherness, as well as an appreciation for how Rock & Roll music has contributed towards the music they listen to themselves. Students work on their own self-confidence and determination as they have to work individually on their own instrument before fitting their parts with others.</p>	<p>As in the Rock & Roll unit Musical Futures allows students to have the space to learn how to work in a group and how to overcome problems both on a 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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Assessment Opportunities	<ol style="list-style-type: none"> 1. Group performances (teacher, self, peer) 2. Group composition (teacher, self, peer) 	<ol style="list-style-type: none"> 1. Formative "Work in Progress" performances (teacher, peer) 2. Group composition (self, teacher, peer) 	<ol style="list-style-type: none"> 1. Two performances of group compositions of different genre films (teacher, peer) 2. Formative "Work in Progress" performances (teacher, peer) 	<ol style="list-style-type: none"> 1. Formative verbal feedback (teacher) 2. Peer feedback 3. Summative assessment of finished piece (teacher, self) 	<ol style="list-style-type: none"> 1. Formative verbal feedback (teacher, peer) 2. Work in progress formative performances (teacher, peer) 3. Final performance summative assessment (teacher, self) 	<ol style="list-style-type: none"> 1. Formative verbal feedback (teacher, peer) 2. Work in progress formative performances (teacher, peer) 3. Final performance summative assessment (teacher, self)
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Links to other units in KS3/4.	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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