

Music - Programmes of Study

YEAR GROUP	Scheme 1	Scheme 2	Scheme 3	Scheme 4	Scheme 5	Scheme 6
Year 7	Unit 1- Elements of Music	Unit 2- Keyboard Skills	Unit 3- Singing	Unit 4- Orchestra	Unit 5- Samba	Unit 6- Composing
Focus and Skills	<p>Introducing:</p> <p>Pupils learn the elements of music and how to apply them in singing, rhythm exercises and playing boomwhackers. We also look at basic note reading skills.</p>	<p>Introducing:</p> <p>Pupils build on their note reading skills and apply it to playing the keyboard. They will learn a variety of songs from Bruno Mars to Beethoven!</p>	<p>Introducing:</p> <p>Pupils will learn how to warm up their voices and how to sing confidently with good technique. They will sing songs from different countries and different styles creating rounds and adding harmonies.</p>	<p>Introducing:</p> <p>Using Benjamin Britten's 'A Young Person's Guide to the Orchestra' as a base we will explore the different sounds, families and instruments of the orchestra.</p>	<p>Introducing:</p> <p>Pupils will learn about the music of Samba from Brazil and have the opportunity to play create their own samba style song in groups.</p>	<p>Introducing:</p> <p>Using the skills that they have learned in their first year, pupils will have the freedom to create their own piece of music in groups. They will learn different methods of composing and given the freedom to be creative.</p>
Inclusion for all	<p>Cognition and Learning</p> <ul style="list-style-type: none"> Use of videos of relevant music and musicians Use of images and diagrams. Use of 'help mats' for key terms <p>Sensory and Physical</p> <ul style="list-style-type: none"> Use of modelling examples, both staff and students <p>Communication and Interaction.</p>	<p>Communication and Interaction</p> <ul style="list-style-type: none"> Use of accessible yet challenging pieces of music Provision of a checklist for rehearsal time and structure Challenge or prompt cards used to aid rehearsal time 	<p>Cognition and Learning</p> <ul style="list-style-type: none"> Use of videos of relevant music and musicians Use of target books Notes being recalled to develop working memory Use of 'help mats' for key terms <p>Sensory and Physical</p>	<p>Cognition and Learning</p> <ul style="list-style-type: none"> Use of visual images, pieces of music, stories, objects to inspire ideas/creativity Use of accessible yet challenging reading. Notes, instruments and key terms being recalled to 	<p>Cognition and Learning</p> <ul style="list-style-type: none"> Use of accessible yet challenging pieces of music Notes being recalled to develop working memory <p>Communication and Interaction</p> <ul style="list-style-type: none"> Use of accessible yet challenging pieces of music 	<p>Cognition and Learning</p> <ul style="list-style-type: none"> Use of accessible yet challenging reading Challenge or prompt cards used to prompt ideas. <p>Sensory and Physical</p> <ul style="list-style-type: none"> Use of visual images, pieces of music, stories, objects, costumes

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	<ul style="list-style-type: none"> • Exploration of non-verbal communication. • Use of target sheets. • Notes being recalled to develop working memory. <p>Social, Emotional, Mental Health</p> <ul style="list-style-type: none"> • Use of social/personal stories of how music impacts people to ease anxieties and create comfortable space. 	<p>Social, Emotional, Mental Health</p> <ul style="list-style-type: none"> • Use of social/personal likes and dislikes of music and the impact it can have to ease anxieties and create comfortable space 	<p>Communication and Interaction</p> <ul style="list-style-type: none"> • Use of modelling examples, both staff and students • Exploration of non-verbal communication • Strategic group work 	<p>develop working memory</p> <ul style="list-style-type: none"> • Provision of a checklist for rehearsal time and structure • Challenge or prompt cards used to aid rehearsal time <p>Sensory and Physical</p> <ul style="list-style-type: none"> • Use of visual images, pieces of music, stories, objects to inspire ideas/creativity <p>Communication and Interaction</p> <ul style="list-style-type: none"> • Use of modelling examples, both staff and students 	<ul style="list-style-type: none"> • Provision of a checklist for rehearsal time and structure. • Challenge or prompt cards used to aid rehearsal time 	to inspire ideas/creativity.
Homework/Revision Focus	Memorise the DR T SMITH elements of music Rehearsals.		Learn lyrics to songs we are learning		Research the origins of samba in Brazil.	Listen to music to inspire your compositions.
Catholic Social Teaching Theme	Peace and Solidarity	Varies	The Common Good	Human Dignity / Solidarity	Peace	The Common Good and The Dignity of Work and Participation

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YEAR GROUP	Scheme 1	Scheme 2	Scheme 3	Scheme 4	Scheme 5	Scheme 6
Year 8	Unit 1-Ukuleles	Unit 2- Musical Theatre	Unit 3 – Music of Latin America	Unit 4- The Blues	Unit 2- Pop Music 1	Unit 6- Performance Project
Stimulus and Skills	<p>Developing:</p> <p>Pupils will learn how to play chords on a ukulele and play songs in different styles. They will also learn about the history and culture surrounding the instrument.</p>	<p>Developing:</p> <p>Pupils will learn about different composers from the history of musical theatre. They will utilise their music theory skills to help them learn to play and sing songs from famous shows.</p>	<p>Developing:</p> <p>Pupils will learn about various styles of music including salsa, cumbia and Latin pop from different Latin American countries. They will analyse music and learn songs on different instruments.</p>	<p>Developing:</p> <p>Pupils will learn about the social historical context of blues in the early 20th century. They will use different instruments to play blues riffs, hooks and have the chance to improvise.</p>	<p>Developing:</p> <p>Pupils will learn about the evolution of pop music from 1950s rock’ n roll to the music of the 1970s. They will have the chance to play a variety of songs on keyboards.</p>	<p>Developing:</p> <p>Pupils will have the opportunity to use their own creative abilities to perform a piece of music of their choice in a small group. This is an opportunity to be creative and work in an ensemble.</p>
Inclusion for all	<p>Cognition and Learning</p> <ul style="list-style-type: none"> Use of target sheets. Notes and chords being recalled to develop working memory. <p>Sensory and Physical</p> <ul style="list-style-type: none"> Use of videos of relevant music and musicians. Use of imagery Use of ‘help mats’ for keywords 	<p>Cognition and Learning</p> <ul style="list-style-type: none"> Pieces of music being recalled to develop working memory <p>Sensory and Physical</p> <ul style="list-style-type: none"> Options to explore a range of instruments/styles Strategic grouping 	<p>Cognition and Learning</p> <ul style="list-style-type: none"> Use of target sheets Pieces of music being recalled to develop working memory <p>Sensory and Physical</p> <ul style="list-style-type: none"> Use of imagery Key word banks. Use of modelling examples, both staff and students 	<p>Sensory and Physical</p> <ul style="list-style-type: none"> Provision of a checklist for rehearsal time and structure. <p>Communication and Interaction</p> <ul style="list-style-type: none"> Exploration of how music can communicate meaning 	<p>Cognition and Learning</p> <ul style="list-style-type: none"> Specific parts given out Pieces of music being recalled to develop working memory <p>Sensory and Physical</p> <ul style="list-style-type: none"> Options to explore a range of styles of music Challenge or prompt cards 	<p>Cognition and Learning</p> <ul style="list-style-type: none"> Use of target books Pieces of music being recalled to develop working memory <p>Sensory and Physical</p> <ul style="list-style-type: none"> Word banks on walls Use of videos/images of previous work

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	<p>Communication and Interaction</p> <ul style="list-style-type: none"> • Understanding of others/suitable content. • Use of modelling examples, both staff and students • Exploration of non-verbal communication <p>Social, Emotional Mental Health</p> <p>Use of social/personal likes and dislikes of music and the impact it can have to ease anxieties and create comfortable space</p>	<p>Communication and Interaction</p> <ul style="list-style-type: none"> • Use of specific parts to suit students • Provision of a checklist for rehearsal time and structure <p>Social, Emotional Mental Health</p> <ul style="list-style-type: none"> • Challenge or prompt cards used to aid rehearsal time and give ideas • Specific parts given out 	<p>Communication and Interaction</p> <ul style="list-style-type: none"> • Exploration of non-verbal communication in an ensemble setting. <p>Social, Emotional Mental Health</p> <ul style="list-style-type: none"> • Understanding of others • Real life, current music and inspiration • Use of social/personal likes and dislikes of music and the impact it can have to ease anxieties and create comfortable space 	<ul style="list-style-type: none"> • Use of modelling examples, both staff and students <p>Social, Emotional Mental Health</p> <ul style="list-style-type: none"> • Use of social historical context to discuss challenging topics relating to music. • Options to explore how others may feel and explore difficult emotions 	<p>used to aid rehearsal time and give ideas</p> <ul style="list-style-type: none"> • Provision of a checklist for rehearsal time and structure <p>Communication and Interaction</p> <ul style="list-style-type: none"> • Use of specific parts to suit students • Strategic grouping 	<p>Communication and Interaction</p> <ul style="list-style-type: none"> • Use of modelling examples, both staff and students • Exploration of non-verbal communication • Strategic group work
Homework/Revision Focus		Watch part of a musical and analyse the music.	.	Research the social and historical context of Blues music.		
Catholic Social Teaching Theme	Human Dignity	The Option for the Poor	Solidarity	The Common Good	The Dignity of Work and Participation	Peace

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YEAR GROUP	Scheme 1	Scheme 2	Scheme 3	Scheme 4	Scheme 5	Scheme 6
Year 9	Unit 1- Film Music	Unit 2- Pop Music 2	Unit 3- Classical Music	Unit 4- Reggae	Unit 5- Music Technology	Unit 6- Project
Stimulus and Skills	<p>Embedding:</p> <p>Pupils will learn about the history of film music and how composers like John Williams and Hans Zimmer set music to film. They will have the opportunity to compose their own music to set to a clip and play songs from famous soundtracks on the keyboard.</p>	<p>Embedding:</p> <p>Pupils will learn about the evolution of pop music from 1980 to the present day. They will have the chance to play instruments such as guitar, bass, keyboard, ukulele and drums in small groups and develop their ensemble performance skills.</p>	<p>Embedding:</p> <p>Pupils will learn about the conventions and composers of classical music and the different eras of music from baroque to 20th century. They will have the chance to perform works by well-known and famous composers such as Beethoven and Mozart.</p>	<p>Embedding:</p> <p>Pupils will learn about the cultural origins of reggae music in Jamaica and about famous reggae artists. They will perform reggae hooks and rhythms on different instruments.</p>	<p>Embedding:</p> <p>Pupils will have the chance to use DAW software to create their own composition. They will study different techniques of creating music digitally and study a range of different artists.</p>	<p>Embedding:</p> <p>A chance for pupils to work in a group to create their own song. Pupils will learn various songwriting and composition techniques and create a song in a small group.</p>

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<p>Inclusion for all</p>	<p>Cognition and Learning</p> <ul style="list-style-type: none"> • Use of accessible yet challenging pieces of music • Challenge or prompt cards used to aid rehearsal time • Notes and chords being recalled to develop working memory • Provision of a checklist for rehearsal time and structure <p>Sensory and Physical</p> <ul style="list-style-type: none"> • Options to explore a range of sounds/instruments <p>Communication and Interaction</p> <ul style="list-style-type: none"> • Opportunity to choose most suitable pieces of music • Options to explore different sections of music 	<p>Cognition and Learning</p> <ul style="list-style-type: none"> • Provision of a checklist for rehearsal time and structure • Challenge or prompt cards used to aid rehearsal time and give ideas • Pieces of music being recalled to develop working memory <p>Sensory and Physical</p> <ul style="list-style-type: none"> • Options to explore a range of instruments/musical styles <p>Communication and Interaction</p> <ul style="list-style-type: none"> • Use of specific parts to suit students <p>Social, Emotional Mental Health</p> <ul style="list-style-type: none"> • Specific parts given out • Strategic grouping 	<p>Cognition and Learning</p> <p>Sensory and Physical</p> <ul style="list-style-type: none"> • Use of videos/images of society and real people • Use of videos/images of previous work <p>Communication and Interaction</p> <p>Social, Emotional Mental Health</p> <ul style="list-style-type: none"> • Use of imagery • Key word banks on walls • Use of modelling examples, both staff and students • Exploration of non-verbal communication. • Use of target books • Pieces of music being recalled to develop working memory 	<p>Cognition and Learning</p> <ul style="list-style-type: none"> • Key word banks on walls <p>Sensory and Physical</p> <ul style="list-style-type: none"> • Use of videos/images of society and real people • Use of videos/recordings of previous work <p>Communication and Interaction</p> <ul style="list-style-type: none"> • Use of modelling examples, both staff and students <p>Social, Emotional Mental Health</p> <ul style="list-style-type: none"> • Options to explore how others may feel and how music evokes feelings • Options to explore different pieces of music 	<p>Cognition and Learning</p> <ul style="list-style-type: none"> • Use of target books • Pieces of music being recalled to develop working memory <p>Sensory and Physical</p> <ul style="list-style-type: none"> • Word banks on walls • Use of modelling examples, both staff and students • Use of videos/images of previous work <p>Communication and Interaction</p> <ul style="list-style-type: none"> • Exploration of non-verbal communication • Strategic group work 	<p>Cognition and Learning</p> <ul style="list-style-type: none"> • Provision of a checklist for rehearsal time and structure • Challenge or prompt cards used to aid rehearsal time • Pieces of music being recalled to develop working memory <p>Sensory and Physical</p> <ul style="list-style-type: none"> • Use of visual images, pieces of music, stories, objects to inspire ideas/creativity <p>Communication and Interaction</p> <ul style="list-style-type: none"> • Use of modelling examples, both staff and students <p>Social, Emotional Mental Health</p> <ul style="list-style-type: none"> • Use of social/personal stories to reassure anxieties • Options to explore how others may feel and explore difficult emotions
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Homework/Revision Focus	Watch part of a film and analyse the soundtrack.	Memorise the notes of triad chords.	Revise key terms related to classical music.			Revision: Keywords from different topics studied through KS3.
Catholic Social Teaching Theme	The Common Good	The Dignity of Work and Participation	Human Dignity	The Common Good	Human Dignity	Solidarity

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
YEAR 10	Pupils will focus on integral music theory skills looking at - Staves, Note Values, Time Signatures, Key Signatures, Chords, Cadences, Intervals, Terms - Dynamics, Tempo Aural: Intervals, major/minor chords They will also look at solo performance pieces.	Pupils will continue with theory and start incorporating listening questions into their theory work. Composition- pupils will begin work on their free composition piece. Solo performance- continued work on solo performances.	Pupils will study AoS 2- popular music including the music of Broadway, film and videogame music and pop music from the 1960s-present day. They will continue to develop their compositions and working on their solo performances.	Pupils will study the Western classical tradition AoS1 including studying Beethoven's 1 st symphony as well as the music of Handel, Haydn, Beethoven, Chopin, Schubert and the late Romantic composers. Continue perfecting composition and beginning to sort out ensemble performances.	Pupils will study AoS3-traditional music including blues, African and Caribbean music, and contemporary Latin music. Deadline for composition 1 Continue with solo and ensemble performances.	Revise all units studied. Mock theory exam. Mock performance exam in class.

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<p>Inclusion for all</p>	<p>Cognition and Learning</p> <ul style="list-style-type: none"> Resources for the year group uploaded on to Firefly so all students can access the course/ revision from home. Metacognition implemented to support students' access to written exam. All exam access requirements implemented in feedback and assessment work. Broken down and scaffolded learning when exploring different styles of music. Differentiated appropriately for all learners with the correct level of challenge and support. <p>Sensory and Physical</p>	<p>Cognition and Learning</p> <ul style="list-style-type: none"> Additional writing and structure support for students Fully embedded use of live feedback and front-end feedback to make students aware of any misconceptions. Regular checks and updates on coursework. <p>Sensory and Physical</p> <ul style="list-style-type: none"> Use of visual images, pieces of music, stories, objects to inspire ideas/creativity. Provision of a checklist for rehearsal time and structure. Challenge or prompt cards used to aid rehearsal time. Pieces of music being recalled to develop working memory. 	<p>Cognition and Learning</p> <ul style="list-style-type: none"> Learning breaks offered for students struggling with wellbeing and coping strategies implemented. Drop-in sessions going back over exam techniques <p>Sensory and Physical</p> <ul style="list-style-type: none"> Students supported in making the most accessible choice, whilst providing challenge. Use of live performances. <p>Communication and Interaction</p> <ul style="list-style-type: none"> Students have access to the music facilities during unstructured time, to make maximum rehearsal progress and adapt to the 	<p>Cognition and Learning</p> <ul style="list-style-type: none"> Pieces of music being recalled to develop working memory Fully embedded use of live feedback and front-end feedback to make students aware of any misconceptions. Regular checks and updates on coursework. Additional writing and structure support for students. <p>Sensory and Physical</p> <ul style="list-style-type: none"> Use of visual images, pieces of music, stories, objects to inspire ideas/creativity. Challenge or prompt cards used to aid rehearsal time. Submission for coursework deadlines broken 	<p>Cognition and Learning</p> <ul style="list-style-type: none"> Fully embedded use of live feedback and front-end feedback to make students aware of any misconceptions. Regular checks and updates on coursework. Additional writing and structure support for students. Pieces of music being recalled to develop working memory <p>Sensory and Physical</p> <ul style="list-style-type: none"> Use of visual images, pieces of music, stories, objects to inspire ideas/creativity Challenge or prompt cards used to aid rehearsal time Provision of a checklist for 	<p>Cognition and Learning</p> <ul style="list-style-type: none"> Fully embedded use of live feedback and front-end feedback to make students aware of any misconceptions. Regular checks and updates on coursework progress Additional writing and structure support for students. Pieces of music being recalled to develop working memory. Students provided with additional time and support to rehearse/ revise during sessions after school. <p>Sensory and Physical</p> <ul style="list-style-type: none"> Use of visual images, pieces of music, stories, objects
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	<ul style="list-style-type: none"> Use of visual images, pieces of music, stories, objects to inspire ideas/creativity Challenge or prompt cards used to aid rehearsal time <p>Communication and Interaction</p> <ul style="list-style-type: none"> Use of social/personal likes and dislikes of music and the impact it can have to ease anxieties and create comfortable space <p>Social, Emotional Mental Health</p> <ul style="list-style-type: none"> Within first assessment peer support offered by sixth form. 	<p>Communication and Interaction</p> <ul style="list-style-type: none"> Options to explore how others may feel and explore difficult emotions through music. Use of modelling examples, both staff and students. Purposeful mixed grouping. Individual target setting so students are fully involved in their progress. <p>Social, Emotional Mental Health</p> <ul style="list-style-type: none"> Use of social/personal likes and dislikes of music and the impact it can have to ease anxieties and create comfortable space 	<p>performance space.</p> <p>Social, Emotional Mental Health</p> <ul style="list-style-type: none"> Use of social/personal stories to reassure anxieties. Introduction of another exam group to relieve any queries or pressures. 	<p>down into clear checklist, so students can visually check where they are up to.</p> <p>Communication and Interaction</p> <ul style="list-style-type: none"> Provision of a checklist for rehearsal time and structure. Use of modelling examples, both staff and students. Purposeful mixed grouping. Individual target setting so students are fully involved in their progress. 	<p>rehearsal time and structure</p> <p>Communication and Interaction</p> <ul style="list-style-type: none"> Individual target setting so students are fully involved in their progress. Use of modelling examples, both staff and students Purposeful mixed grouping. <p>Social, Emotional Mental Health</p> <ul style="list-style-type: none"> Use of social/personal likes and dislikes of music and the impact it can have to ease anxieties and create comfortable space 	<p>to inspire ideas/creativity.</p> <ul style="list-style-type: none"> Challenge or prompt cards used to aid rehearsal time. <p>Communication and Interaction</p> <ul style="list-style-type: none"> Provision of a checklist for rehearsal time and structure. Use of modelling examples, both staff and students. Purposeful mixed grouping. Individual target setting so students are fully involved in their progress.
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Revision Focus/Homework	Revise music theory key terms, solo performance practice	Small written tasks linked to exam/ performance practice	Composition coursework/ performance practice	Composition coursework/ exam preparation, composition coursework	Exam Preparation, composition and performance practice	Coursework/ performance practice
Opportunities – dependant on availability	TBC	School Show	TBC	TBC	TBC	TBC
Catholic Social Teaching Theme	The Common Good / Humanity	Solidarity	All explored – dependant on devised pieces	All explored – dependant on devised pieces	All explored – dependant on devised pieces	All explored – dependant on devised pieces
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 11	<p>Recap important theory elements and revise AoS1.</p> <p>Practicing solo performances ready for exam.</p> <p>Continuing free compositions and starting brief compositions.</p>	<p>Solo performance exam recorded.</p> <p>Continue with free and brief compositions.</p> <p>Continue revising AoS1 including set work.</p> <p>Mock theory paper.</p>	<p>AoS4- Western classical since 1910 including the music of Copeland, Britten, Kodaly and minimalism.</p> <p>Record ensemble performances</p> <p>Continue with brief composition.</p>	<p>Submit final brief composition.</p> <p>Revise all areas of study for exam</p>	Exam preparation	Study Leave

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<p>Inclusion for all</p>	<p>Cognition and Learning</p> <ul style="list-style-type: none"> Resources for the year group uploaded on to Firefly so all students can access the course/ revision from home. Metacognition implemented to support students' access to written exam. All exam access requirements implemented in feedback and assessment work. Broken down and scaffolded learning when exploring different musicians Differentiated appropriately for all learners with the correct level of challenge and support. <p>Sensory and Physical</p>	<p>Cognition and Learning</p> <ul style="list-style-type: none"> Pieces of music being recalled to develop working memory. Fully embedded use of live feedback and front-end feedback to make students aware of any misconceptions. Regular checks and updates on coursework. Purposeful mixed grouping. <p>Sensory and Physical</p> <ul style="list-style-type: none"> Use of visual images, pieces of music, stories, objects to inspire ideas/creativity. Challenge or prompt cards used to aid rehearsal time. Submission for work deadlines broken down into clear checklist, so 	<p>Cognition and Learning</p> <p>Sensory and Physical</p> <ul style="list-style-type: none"> Visual support with stimulus, a wide variety of music to choose from, students supported in making the most accessible choice, whilst providing challenge. <p>Communication and Interaction</p> <ul style="list-style-type: none"> Drop-in sessions going back over exam techniques. Students have access to the music facilities during unstructured time, to make maximum rehearsal progress and adapt to the performance space. 	<p>Cognition and Learning</p> <ul style="list-style-type: none"> Fully embedded use of live feedback and front-end feedback to make students aware of any misconceptions. Regular checks and updates on coursework. Additional writing and structure support for students. Pieces of music being recalled to develop working memory. <p>Sensory and Physical</p> <ul style="list-style-type: none"> Challenge or prompt cards used to aid rehearsal time. Use of modelling examples, both staff and students. Model examples of work shown to students to 	<p>Cognition and Learning</p> <ul style="list-style-type: none"> Resources for the year group uploaded on to Firefly so all students can access the course/ revision from home. Metacognition implemented to support students' access to written exam. All exam access requirements implemented in feedback and assessment work. <p>Sensory and Physical</p> <ul style="list-style-type: none"> Use of visual images, pieces of music Challenge or prompt cards used to aid rehearsal time <p>Communication and Interaction</p> <ul style="list-style-type: none"> Support from sixth formers on pre-examination day. 	
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	<ul style="list-style-type: none"> • Use of visual images, pieces of music, stories, objects to inspire ideas/creativity • Challenge or prompt cards used to aid rehearsal time <p>Communication and Interaction</p> <ul style="list-style-type: none"> • Use of social/personal likes and dislikes of music and the impact it can have to ease anxieties and create comfortable space 	<p>students can visually check where they are up to.</p> <ul style="list-style-type: none"> • Allowing all students to keep manageably up to date. • Use of modelling examples, both staff and students. <p>Communication and Interaction</p> <ul style="list-style-type: none"> • Provision of a checklist for rehearsal time and structure. • Individual target setting so students are fully involved in their progress. <p>Social, Emotional Mental Health</p> <ul style="list-style-type: none"> • Options to explore how others may feel and explore difficult emotions. 		<p>model within both practical and written aspects of the course.</p> <ul style="list-style-type: none"> • Use of visual images, pieces of music to create a well rounded performance • Provision of a checklist for rehearsal time and structure. <p>Communication and Interaction</p> <ul style="list-style-type: none"> • Reminders emailed home. • Regular rehearsals and student/ teacher feedback. • Individual target setting so students are fully involved in their progress. • Students provided with additional time and support to rehearse/ revise during sessions after school. 	<p>Social, Emotional Mental Health</p> <ul style="list-style-type: none"> • Use of social/personal stories to reassure anxieties. 	
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