

# Overview of Music Curriculum for Year 7, 8 and 9

## Introduction

In response to the demands of the national curriculum for Music, our school has meticulously designed a bespoke sequence for learning for Year 7, 8 and 9 drawing on insights from the model music curriculum. The curriculum also serves as a preparatory pathway for the WJEC Eduqas Level 1/2 Performing Arts (Music Approach).

## Curriculum Structure and Approach

Students engage in two music lessons a fortnight, supplemented by a comprehensive homework assignment twice per half term that deepens their understanding of current topics through comprehension and multiple-choice questions. The curriculum is organised around five main strands: Singing, Performing, Composing, Listening and Music Technology. Each strand integrates specific end points and component knowledge that are systematically assessed to ensure progression and mastery.

## Year 7 Curriculum

### Topic 1: Find Your Voice

Students explore their vocal abilities and develop basic singing skills.

#### End Points:

- Demonstrate the ability to sing a basic melodic line.
- Demonstrate the ability to sing in a 3 and 4 Part Round
- Know how to Look after the Voice

### Topic 2: Becoming a Musician

Students develop foundational skills on the keyboard and learn basic music notation.

**End Points:**

- Demonstrate the ability to sing a basic Melodic Line
- Demonstrate the ability to Play Simple Phrases on the Keyboard
- Demonstrate the ability to play Basic Chord Shapes on the Keyboard
- Know how to Read Short Rhythmic Phrases using Music Notation
- Know how to identify each instrument family
- Know how to Identify Musical Elements

**Topic 3: Classical Remix**

Students are introduced to classical music and learn to remix using modern techniques.

**End Points:**

- Know how to use a Computer Workstation
- Know how to use the basic Functions of a DAW
- Demonstrate basic Structural Ideas
- Know how to identify each instrument family

**Topic 4: Programme Music**

Students learn to create music that tells a story or depicts an image.

**End Points:**

- Know how to Compose basic Melodies and Rhythms
- Know how to Compose with a basic awareness of Tonality and Harmony
- Demonstrate basic Structural Ideas
- Demonstrate basic Improvisation
- Know how to use a Computer Workstation
- Know how to use the basic Functions of a DAW

## **Topic 5: Uke' Can Play**

Students learn to play the ukulele and develop ensemble performance skills.

### **End Points:**

- Demonstrate the ability to sing a basic Melodic Line
- Know how to Look after the Voice
- Demonstrate the ability to Play basic Chord Transitions on the Ukulele
- Demonstrate the ability to play Basic Chord Shapes on the Keyboard
- Know how to Read Short Rhythmic Phrases using Music Notation

## **Year 8 Curriculum**

### **Topic 1: Film Music**

Students explore the role of music in film and develop composing skills.

### **End Points:**

- Know how to compose with developing use of Tonality & Harmony
- Demonstrate composing a simple melodic line
- Demonstrate simple structural ideas
- Demonstrate simple improvisation skills
- Know how to set up a computer workstation
- Know how to use the functions of a DAW

### **Topic 2: Song Writing**

Students learn the basics of songwriting, including melody, lyrics, and structure.

### **End Points:**

- Know how to compose with developing use of Tonality & Harmony
- Demonstrate composing a simple melodic line
- Demonstrate simple structural ideas

- Know how to set up a computer workstation
- Know how to use the functions of a DAW

### **Topic 3: Samba**

Students engage with samba music and develop rhythmic skills.

#### **End Points:**

- Demonstrate the ability to play simple accompaniment on the selected band instrument as part of an ensemble
- Read simple phrases using pitch and rhythmic notation
- Demonstrate simple structural ideas
- Demonstrate simple improvisation skills
- Know how to identify individual Instruments

### **Topic 4: Hooks and Riffs**

Students study popular music hooks and riffs, learning to play and sing famous hooks and riffs.

#### **End Points:**

- Demonstrate the ability to sing a melodic line
- Demonstrate the ability to sing in 2 or 3 parts
- Demonstrate looking after the voice
- Demonstrate the ability to playing melodies on the keyboard
- Demonstrate the ability to play simple chord shapes on the keyboard
- Read simple phrases using pitch and rhythmic notation

### **Topic 5: Battle of the Bands**

Students form ensembles and prepare for a performance, focusing on band dynamics and cohesion.

#### **End Points:**

- Demonstrate the ability to sing a melodic line

- Demonstrate the ability to play simple accompaniment on the selected band instrument as part of an ensemble
- Know how to identify individual Instruments
- Know how to identify Musical Elements within a piece of music
- Know the meaning and purpose of music being listened to

## **Year 9 Curriculum**

### **EDM (Electronic Dance Music)**

Students learn how to create and produce electronic music using a Digital Audio Workstation (DAW).

#### **End Points:**

- Set up a computer workstation and an Audio Interface.
- Know how to use the advanced functions of a DAW
- Demonstrate developed use of structural ideas
- Demonstrate developed use of improvisation

### **Extended Song Writing**

Students develop advanced songwriting skills, focusing on structure and melodic development.

#### **End Points:**

- Know how to compose with extending use of Tonality & Harmony
- Demonstrate composing a developed melodic line
- Demonstrate developed use of structural ideas
- Demonstrate developed use of improvisation
- Know how to set up a computer workstation
- Know how to use the advanced functions of a DAW

## **Use Your Ears**

Students enhance their listening skills, focusing on identifying musical elements and their impact.

### **End Points:**

- Demonstrate the ability to play chord inversions on the keyboard
- Demonstrate the ability to play/sing a set song on the selected band instrument as part of an ensemble
- Read simple phrases using pitch and rhythmic notation on the treble and bass clef
- Demonstrate the ability to sing a melodic line with a sense of ensemble and performance
- Singing Homophonic and/or polyphonic harmony in three parts within an ensemble
- Demonstrate singing with developing vocal technique

## **Set Song**

Students develop skills playing and singing set songs as part of an ensemble.

### **End Points:**

- Demonstrate the ability to play melodies on the keyboard using two staves
- Demonstrate the ability to play chord inversions on the keyboard
- Read simple phrases using pitch and rhythmic notation on the treble and bass clef
- Demonstrate the ability to play/sing a set song on the selected band instrument as part of an ensemble
- Demonstrate the ability to discuss in impact that musical elements with a piece of music have on the listener
- Know how to identify individual Instruments within a piece of music
- Demonstrate a developed understanding of the meaning and purpose of the music being listened to

## **Band on the Wall**

Students form ensembles and prepare for performances, focusing on the final performance as year 9 students.

**End Points:**

- Demonstrate the ability to play a set song on the selected band instrument as part of an ensemble
- Read simple phrases using pitch and rhythmic notation on the treble and bass clef
- Demonstrate the ability to play/sing a set song on the selected band instrument as part of an ensemble

**Mastery Model and Progression**

Our curriculum operates on a mastery model, emphasising continuous skill development and increasing challenge across each year group. By progressively building on foundational skills and techniques, students gain a thorough understanding of music's technical and creative aspects, preparing them not only for academic success but also for practical applications in future musical endeavours.

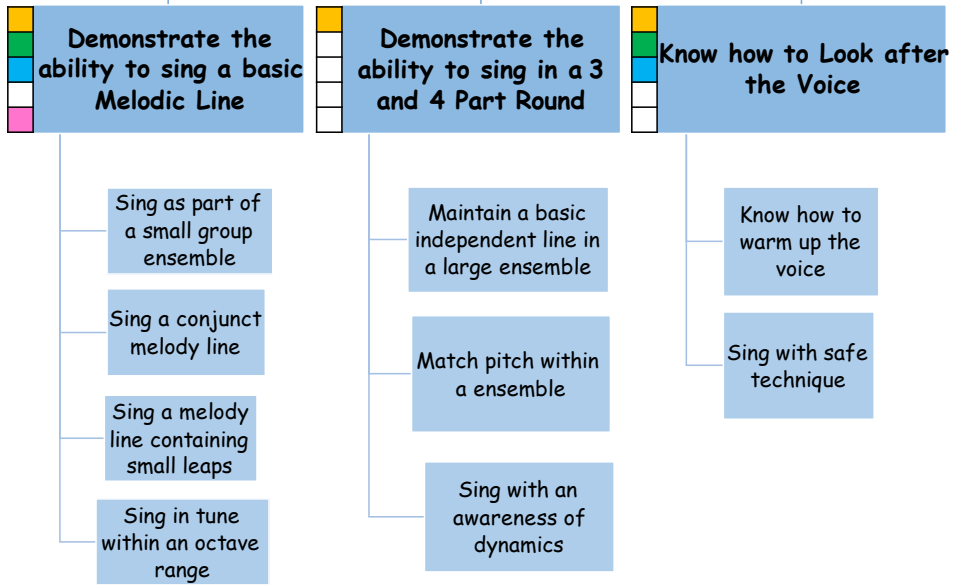
Through our tailored curriculum for Year 7, 8 and 9 Music, students engage deeply with performing, composing, singing, listening, and music technology, underpinned by strong links to the Music national curriculum and alignment with the Model Music Curriculum. This approach broadens students' artistic and academic horizons and equips them with essential skills in communication, creativity, and critical thinking, vital for their musical development.

The strands of performing, composing, singing, listening, and music technology in our Year 7, 8 and 9 Music curriculum have been meticulously crafted to provide a comprehensive framework that addresses the core skills and techniques essential for student development. This methodical approach ensures a cohesive and balanced curriculum that aligns closely with our overarching goal of fostering a deep understanding of music that supports students' broader academic and artistic growth.



# Singing

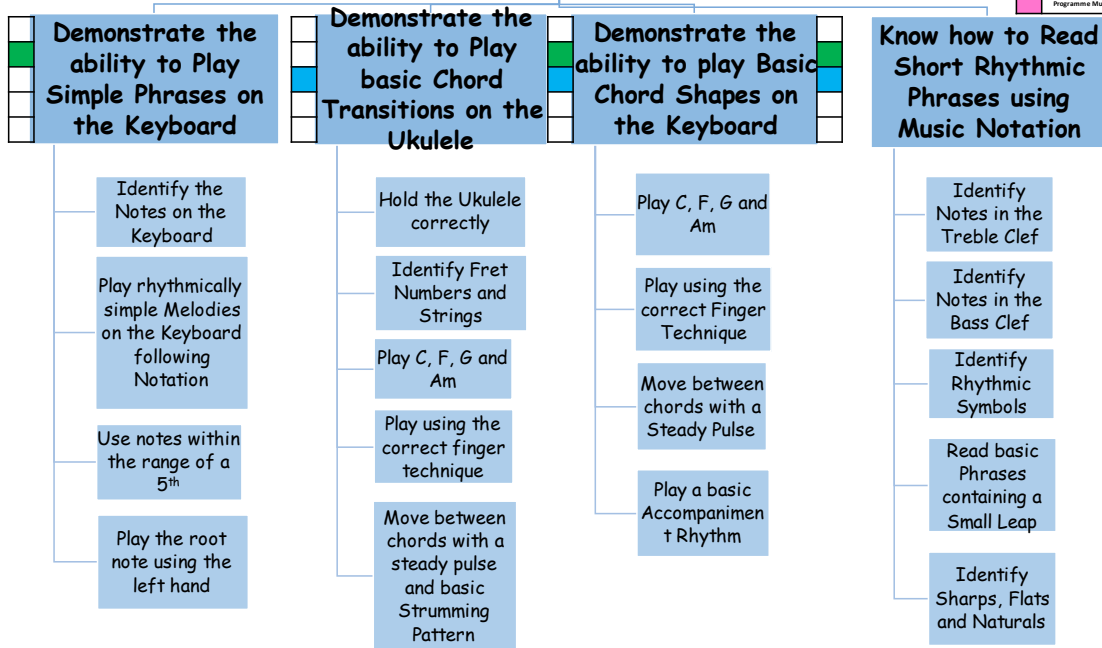
Yellow	Find Your Voice
Green	Becoming A Musician
Blue	What Can Play
Red	Classical Remix
Pink	Programme Music





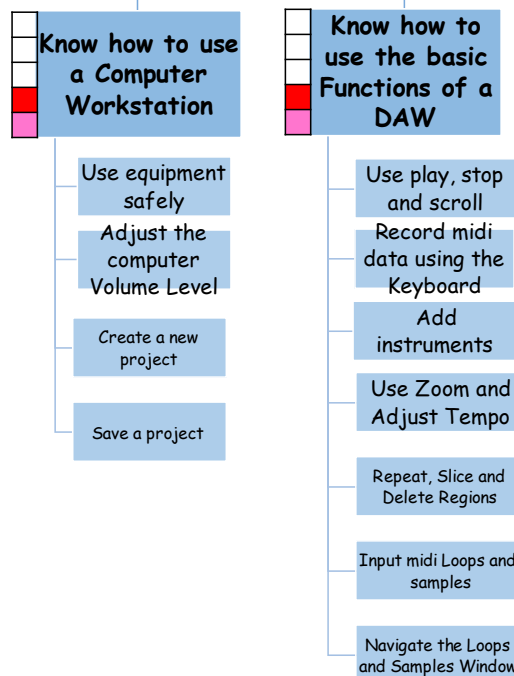
# Performing

Yellow	Find Your Voice
Green	Becoming A Musician
Blue	Uke! Can Play
Red	Classical Remix
Pink	Programme Music



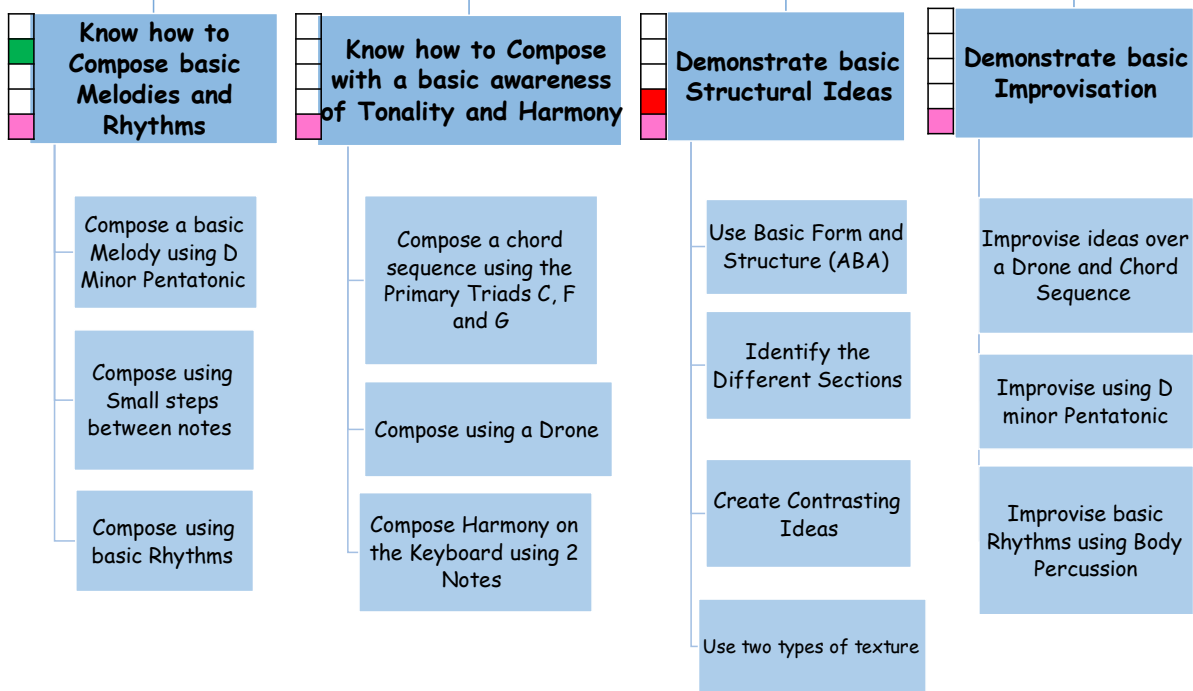
# Music Technology

Yellow	Find Your Voice
Green	Becoming A Musician
Blue	Uke! Can Play
Red	Classical Remix
Pink	Programme Music



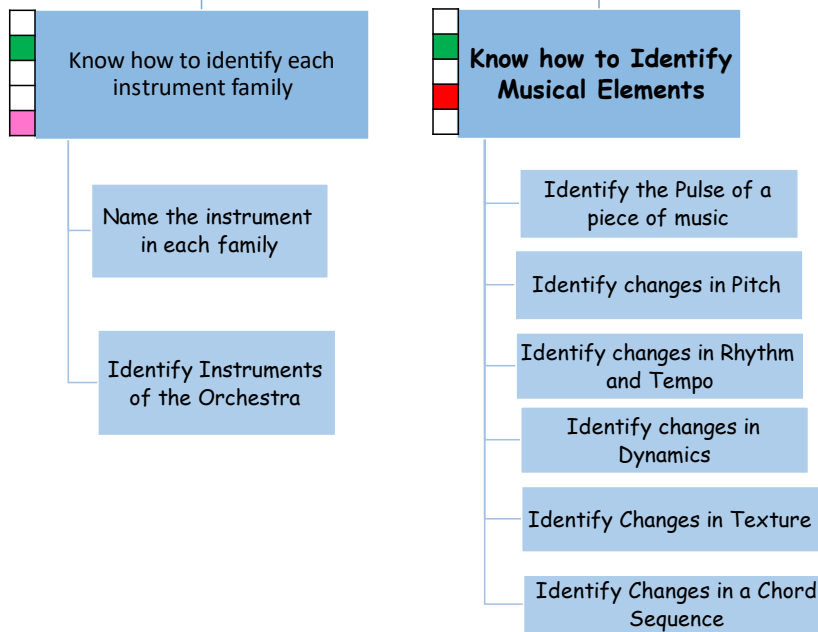
# Composing

Yellow	Find Your Voice
Green	Becoming A Musician
Blue	Like! Can Play
Red	Classical Remix
Pink	Programme Music



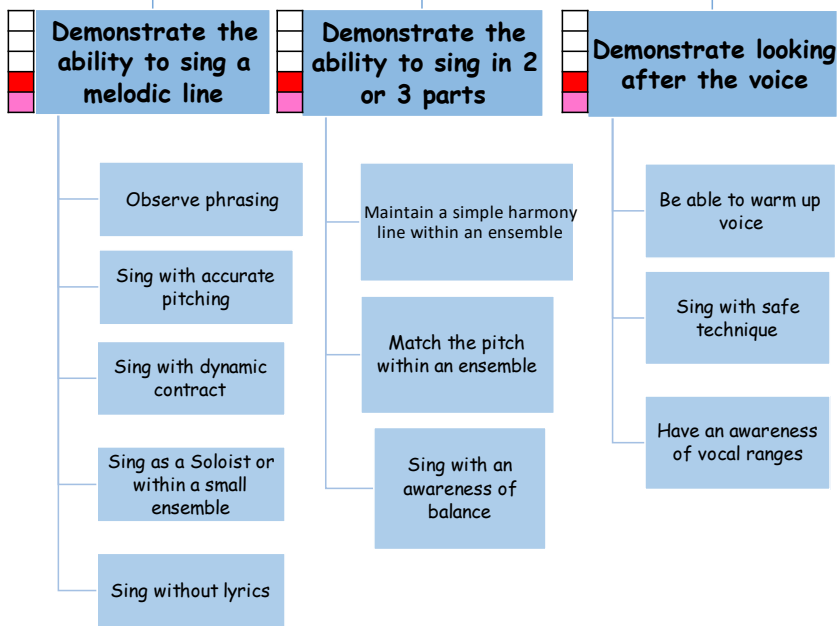
# Listening

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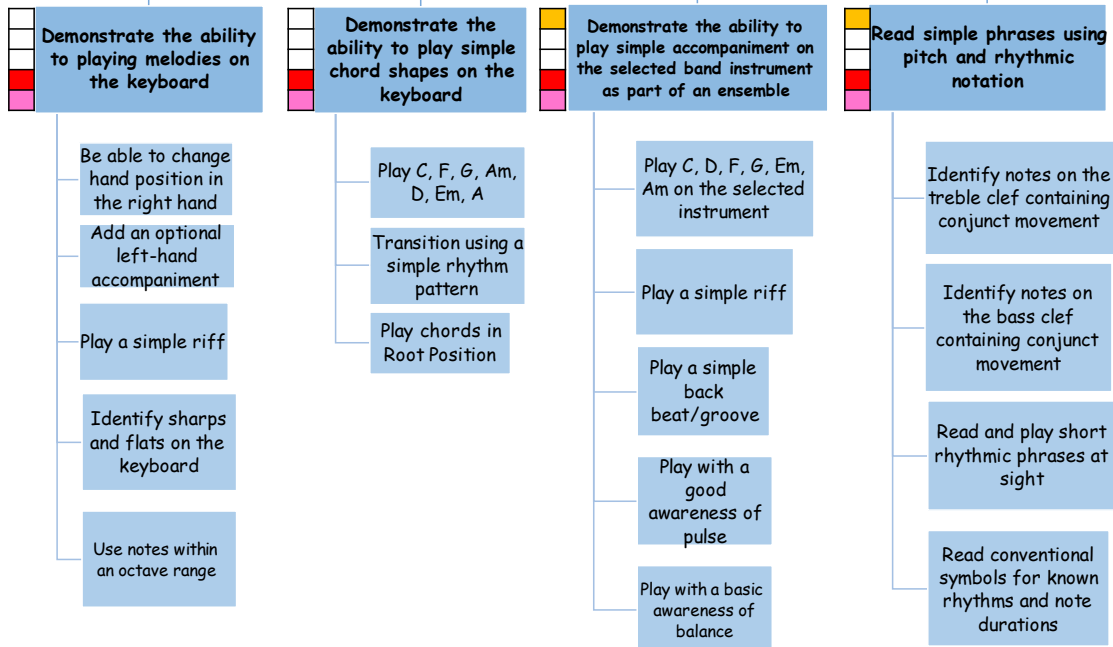


Yellow	Samba
Green	Film Music
Blue	Songwriting
Red	Battle of the Bands
Pink	Hooks and Riffs

# Singing

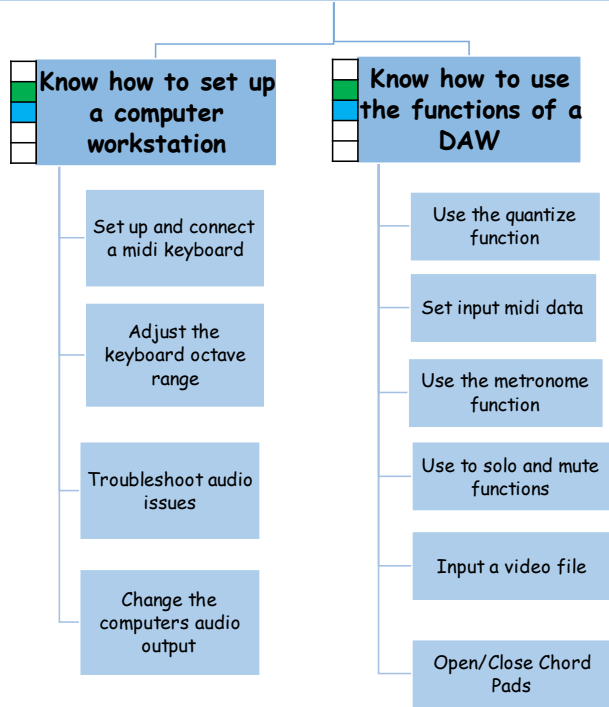


# Performing



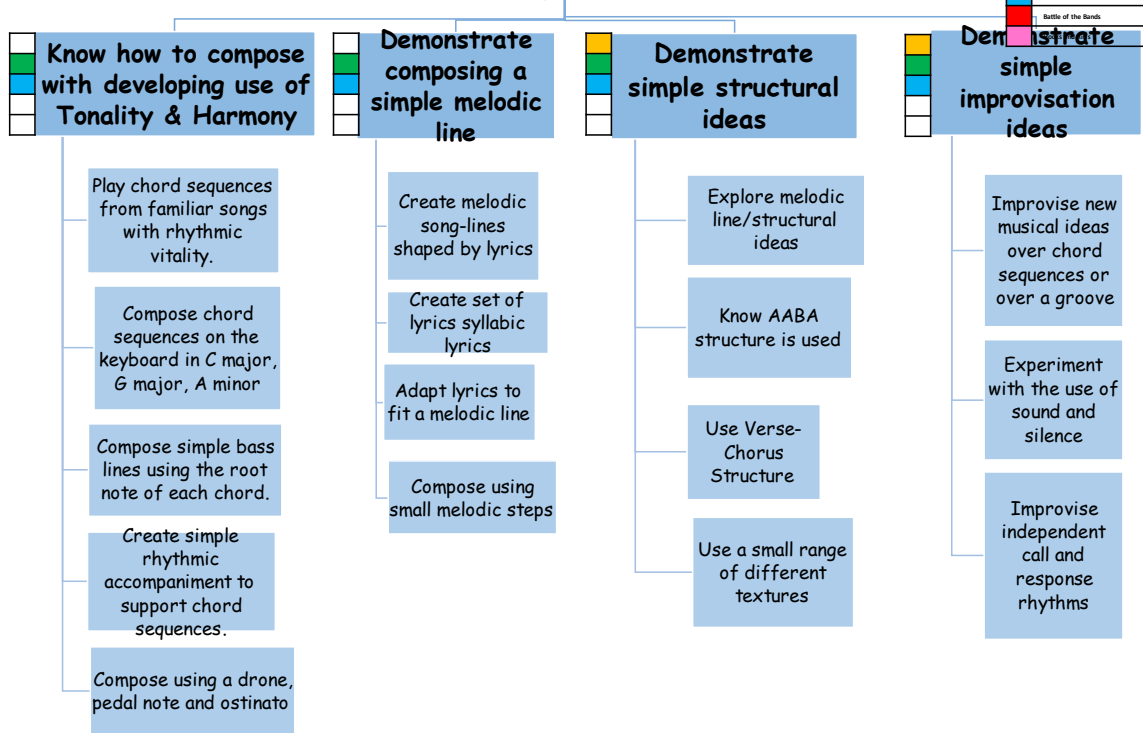
# Music Technology

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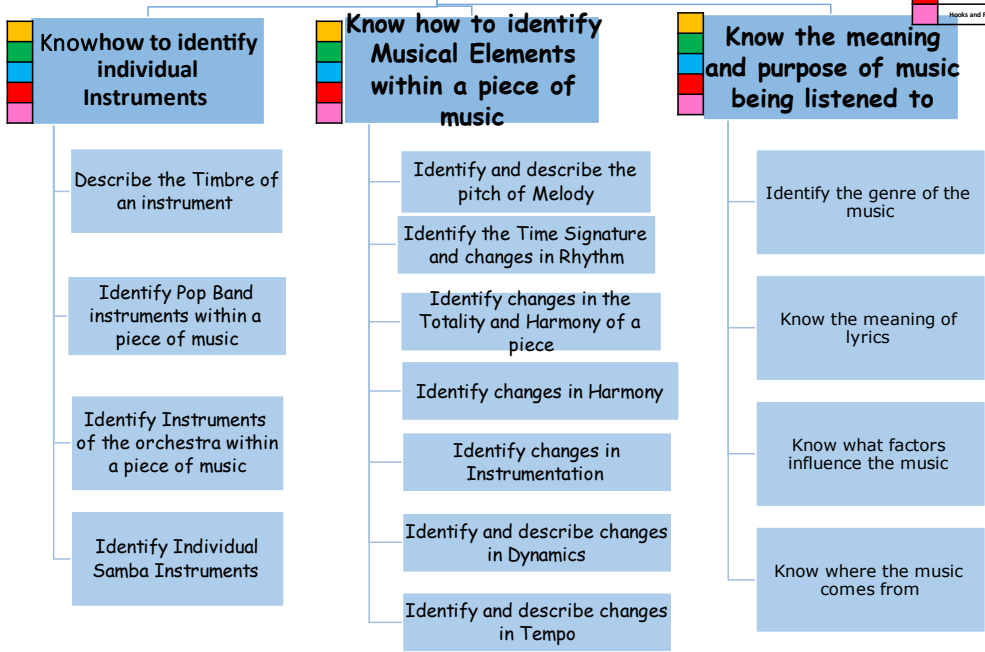
# Composing

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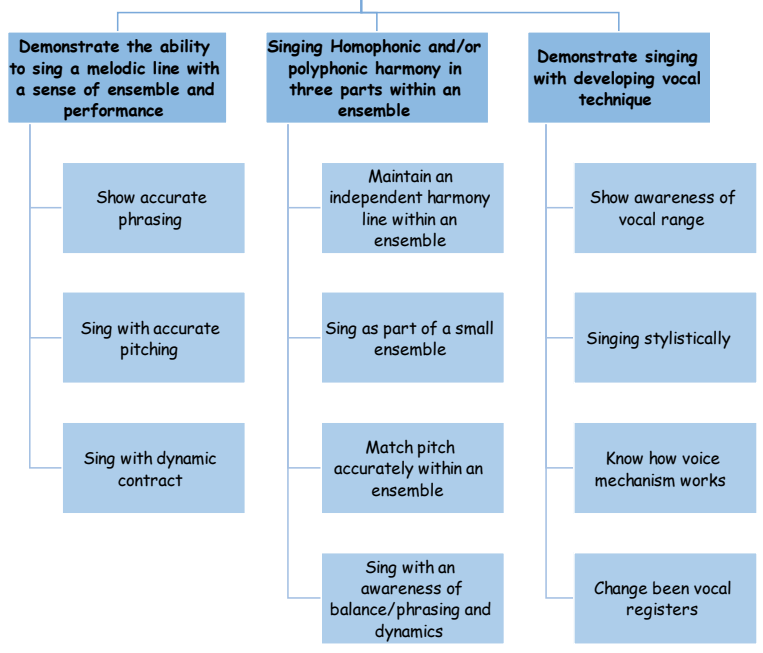
# Listening

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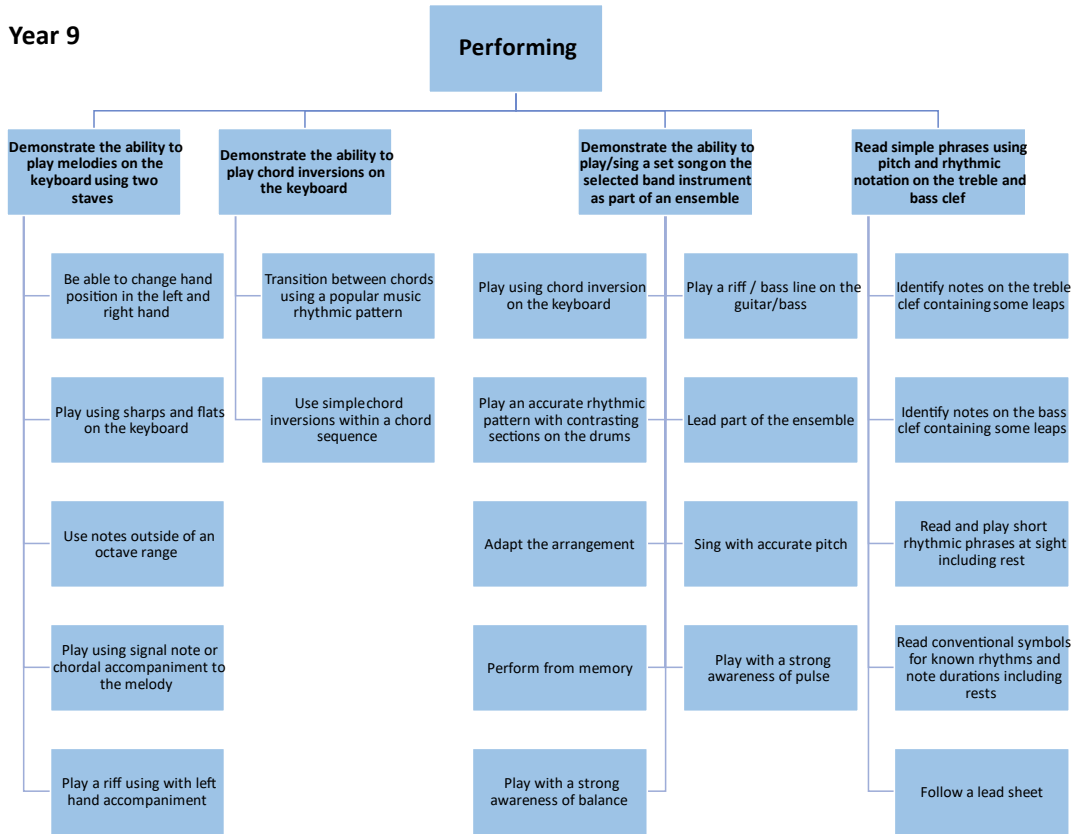


# Singing

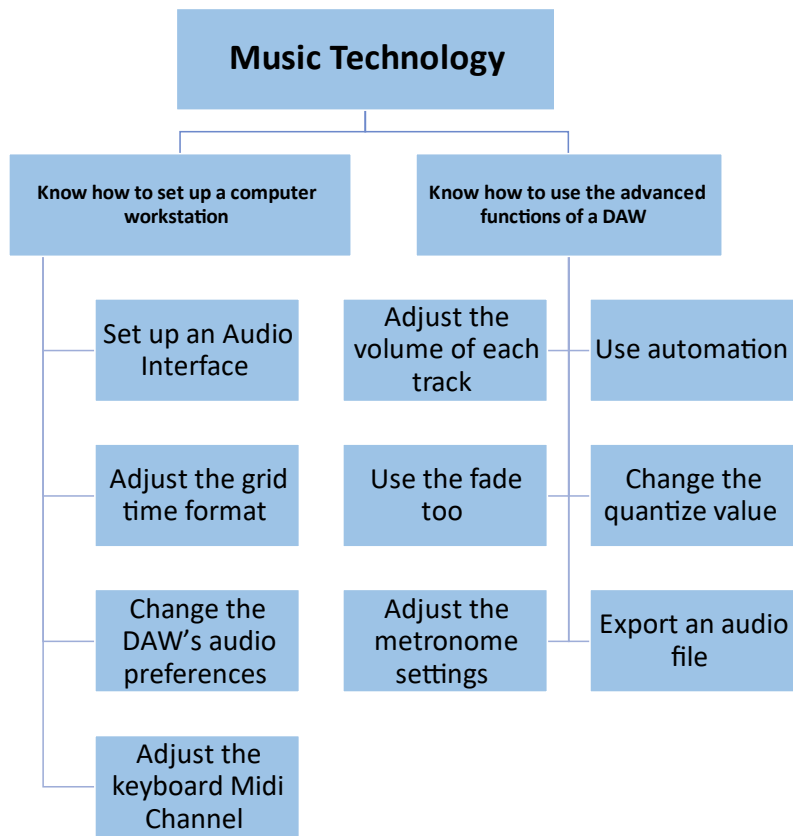
Yellow	Use Your Ears
Green	EDM REMIX
Blue	SET SONG
Red	EXTENDED SONGWRITING
Pink	BAND ON THE WALL



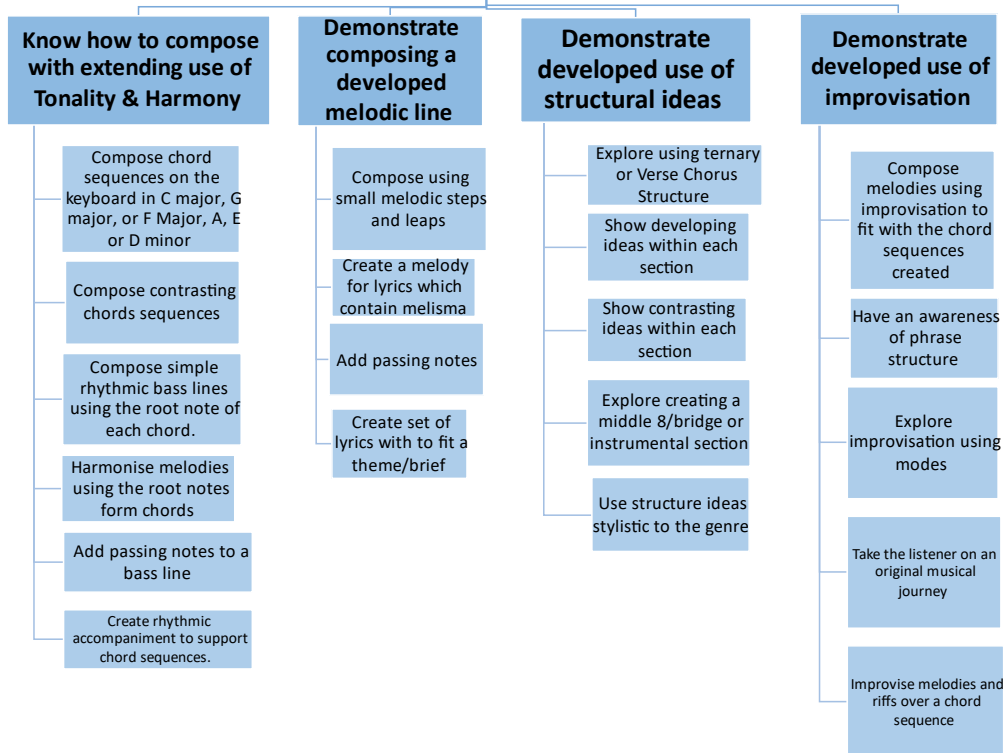
 Year 9



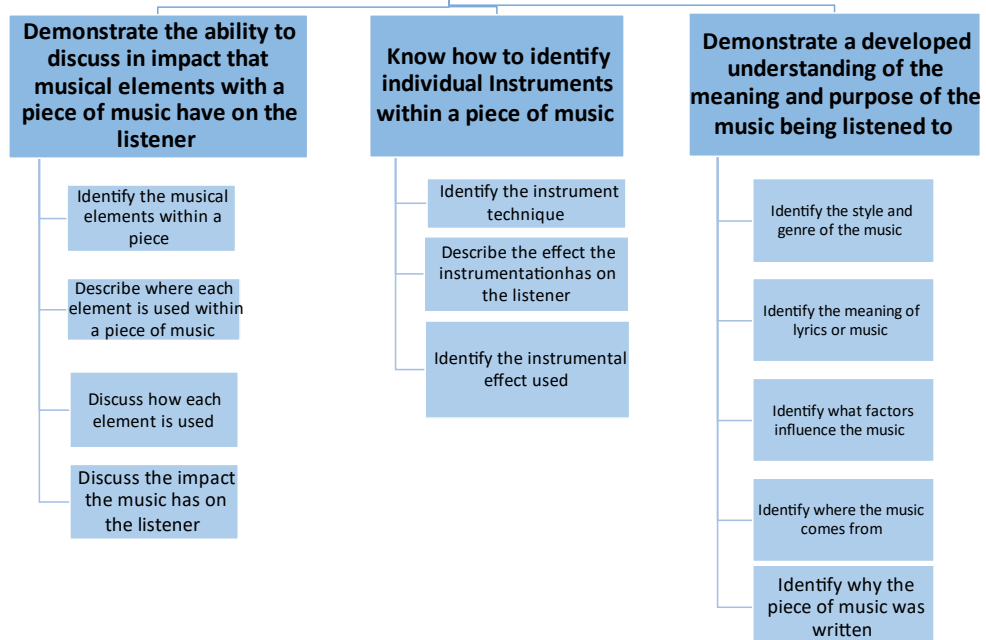
 Year 9



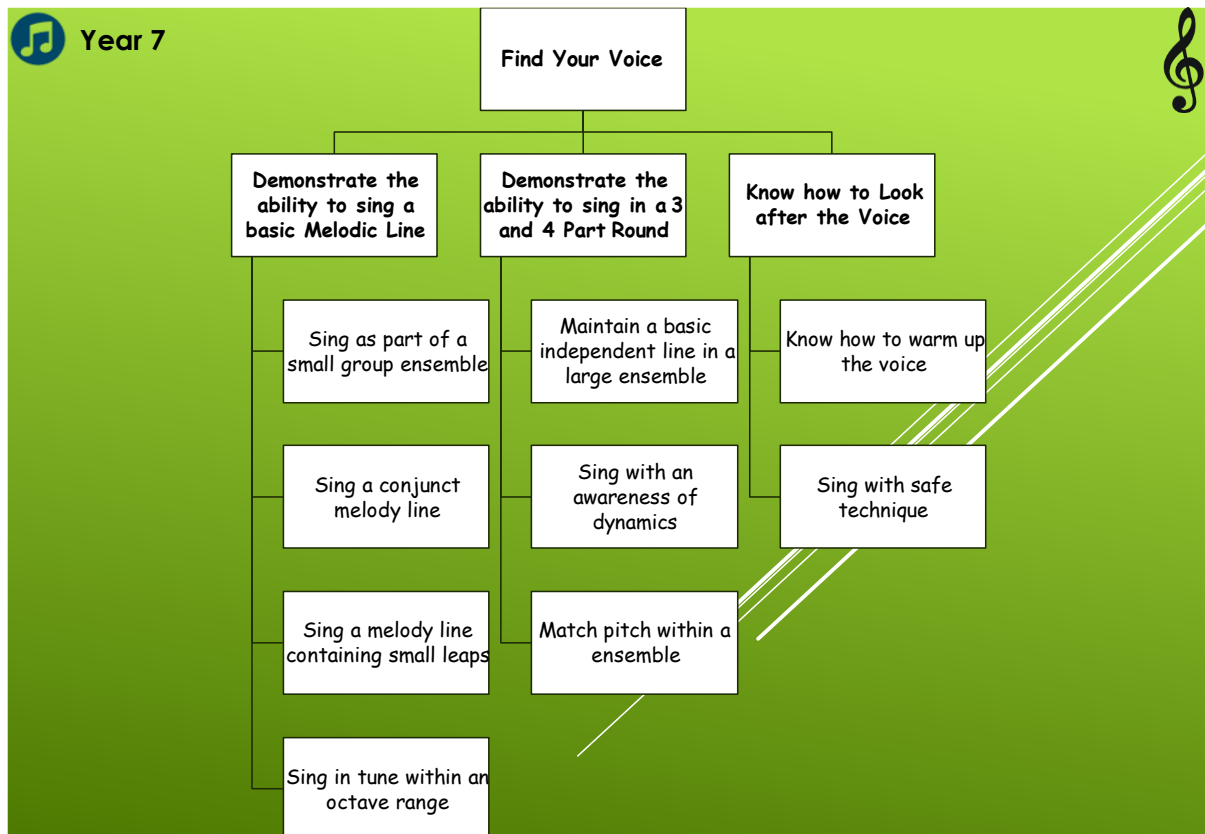
# Composing



# Listening



Building upon these foundational strands, we constructed distinct topics for each year group, fostering a mastery approach that supports continuous skill development and increasing complexity. Each topic revisits and reinforces key skills while progressively increasing the challenge level, ensuring that students not only deepen their understanding and proficiency in music but also develop resilience and confidence in tackling increasingly complex musical challenges throughout their academic journey.

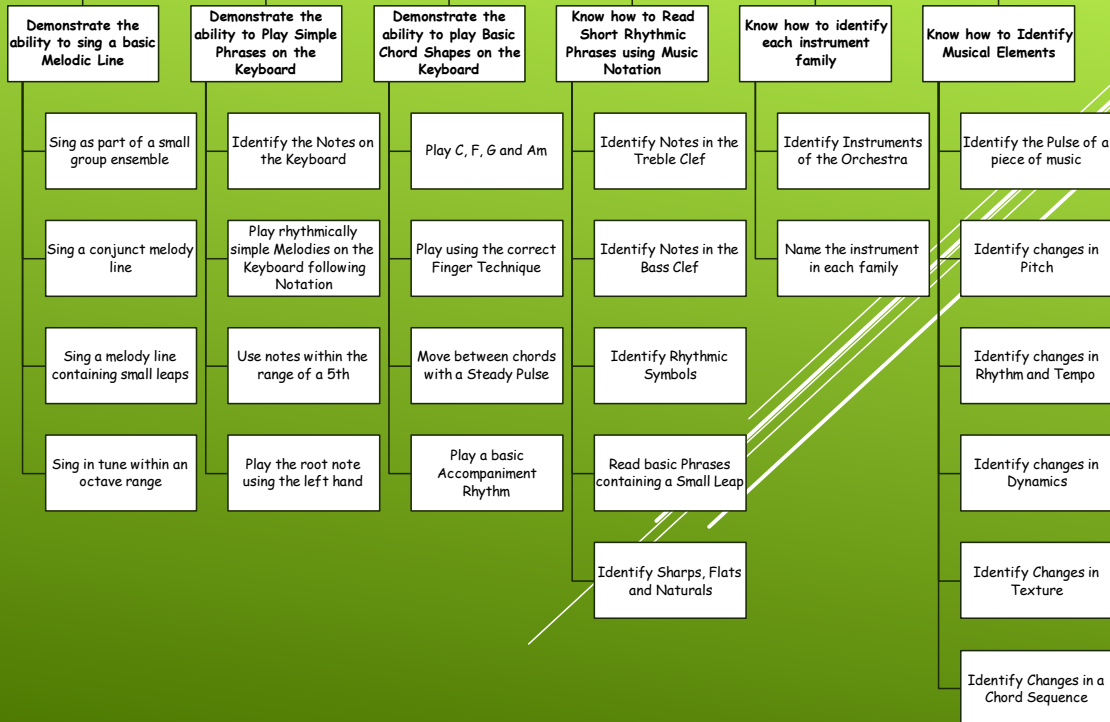






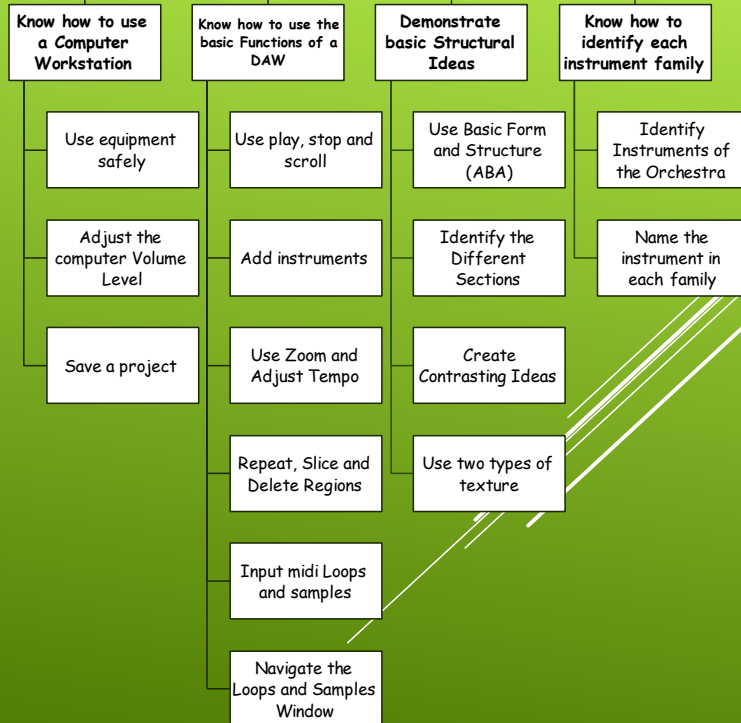
Year 7

### Becoming A Musician



Year 7

### Classical Remix

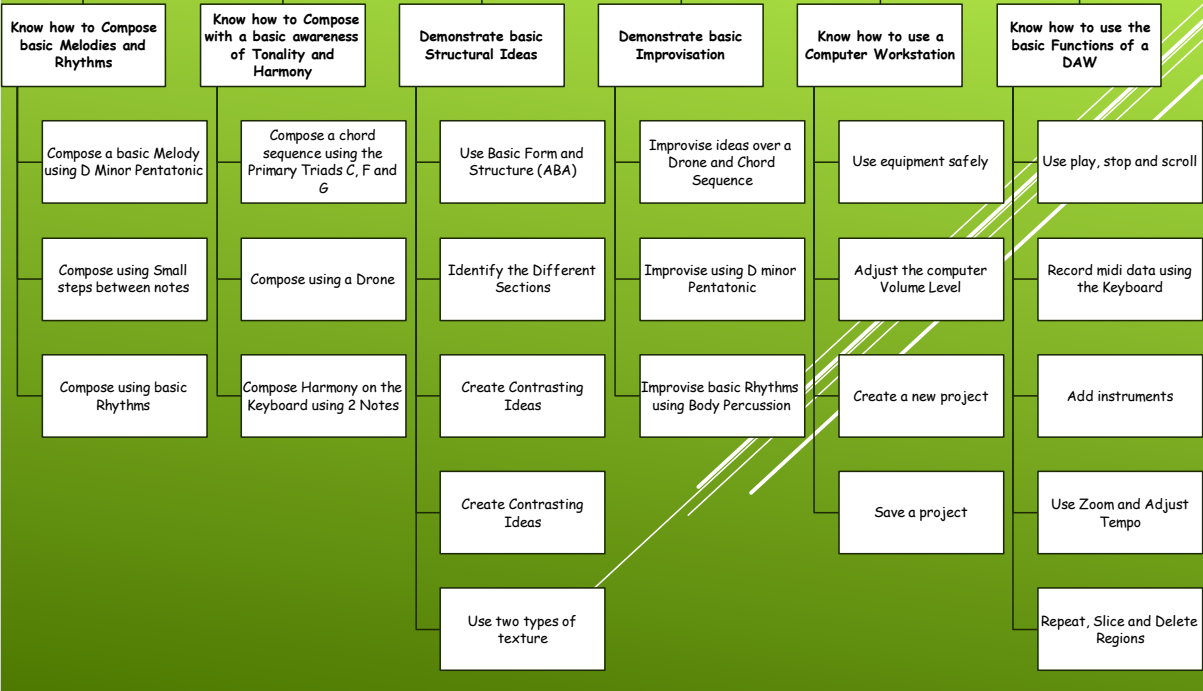




Year 7



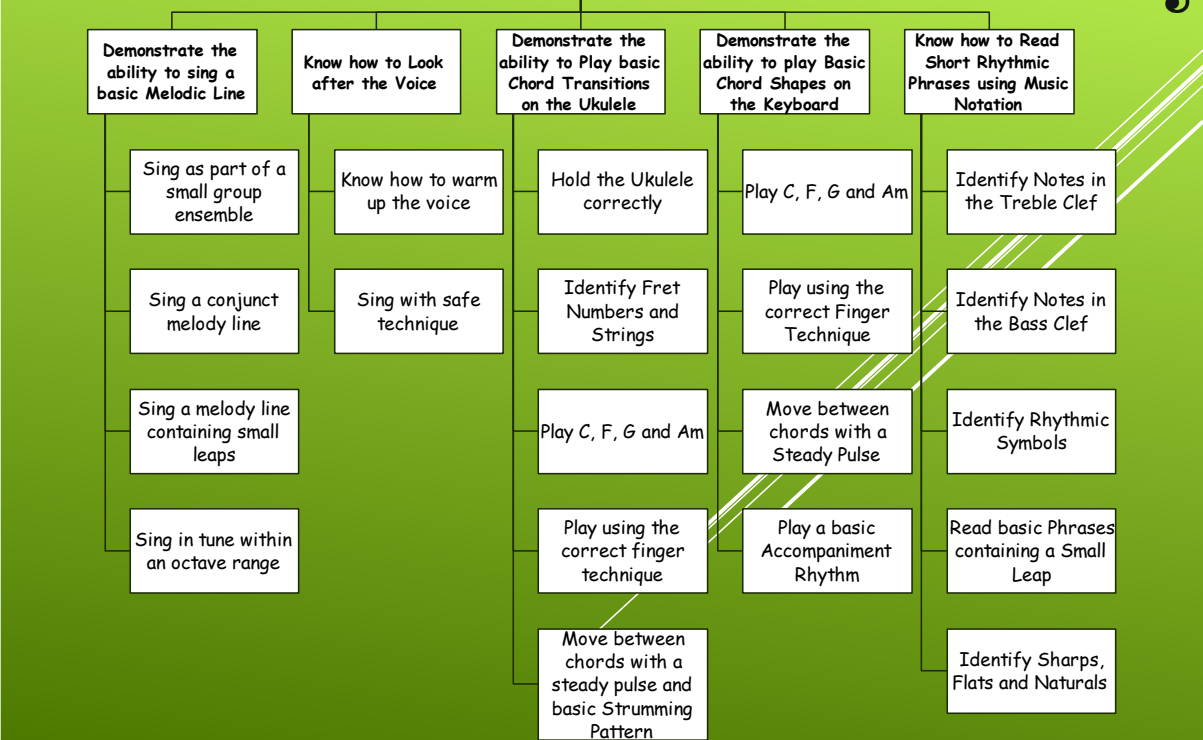
### Programme Music



Year 7



### Uku' Can Play

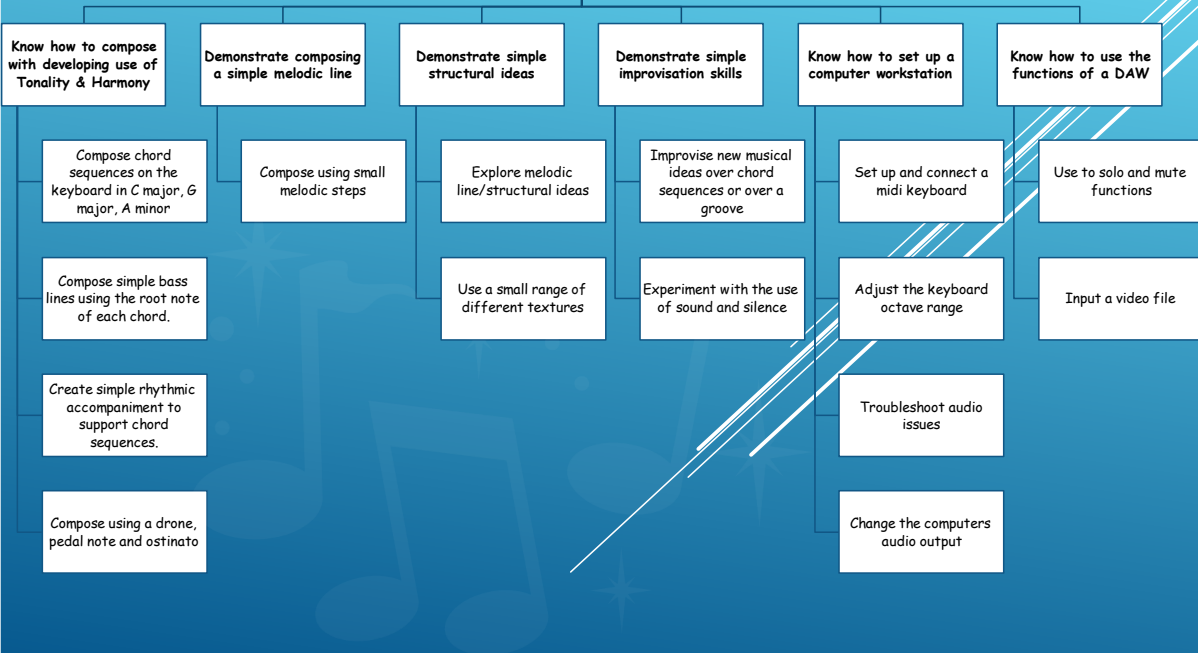




Year 8



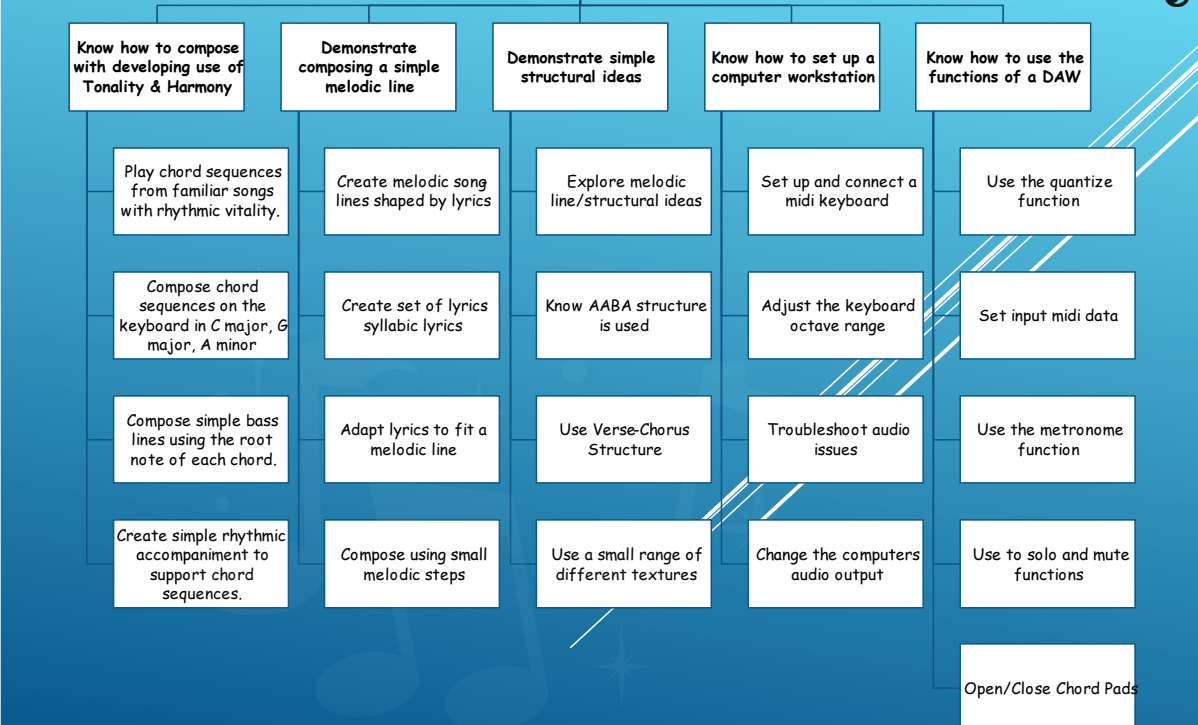
### Film Music



Year 8



### Song Writing





Year 8



### SAMBA

Demonstrate the ability to play simple accompaniment on the selected band instrument as part of an ensemble

Play a simple back beat/groove

Play with a good awareness of pulse

Play with a basic awareness of balance

Read simple phrases using pitch and rhythmic notation

Read and play short rhythmic phrases at sight

Read conventional symbols for known rhythms and note durations

Demonstrate simple structural ideas

Explore melodic line/structural ideas

Know AABA structure is used

Use a small range of different textures

Demonstrate simple improvisation skills

Improvise new musical ideas over chord sequences or over a groove

Experiment with the use of sound and silence

Improvise independent call and response rhythms

Know how to identify individual Instruments

Identify individual samba instruments

Describe the Timbre of an instrument



Year 8



### Hooks and Riffs

Demonstrate the ability to sing a melodic line

Observe phrasing

Sing with accurate pitching

Sing with dynamic contrast

Demonstrate the ability to sing in 2 or 3 parts

Maintain a simple harmony line within an ensemble

Sing with an awareness of balance

Match the pitch within an ensemble

Demonstrate looking after the voice

Be able to warm up voice

Sing with safe technique

Have an awareness of vocal ranges

Demonstrate the ability to playing melodies on the keyboard

Be able to change hand position in the right hand

Add an optional left-hand accompaniment

Play a simple riff

Identify sharps and flats on the keyboard

Use notes within an octave range

Demonstrate the ability to play simple chord shapes on the keyboard

Play C, F, G, Am, D, Em, A

Transition using a simple rhythm pattern

Play chords in Root Position

Read simple phrases using pitch and rhythmic notation

Identify notes on the treble clef containing conjunct movement

Identify notes on the bass clef containing conjunct movement

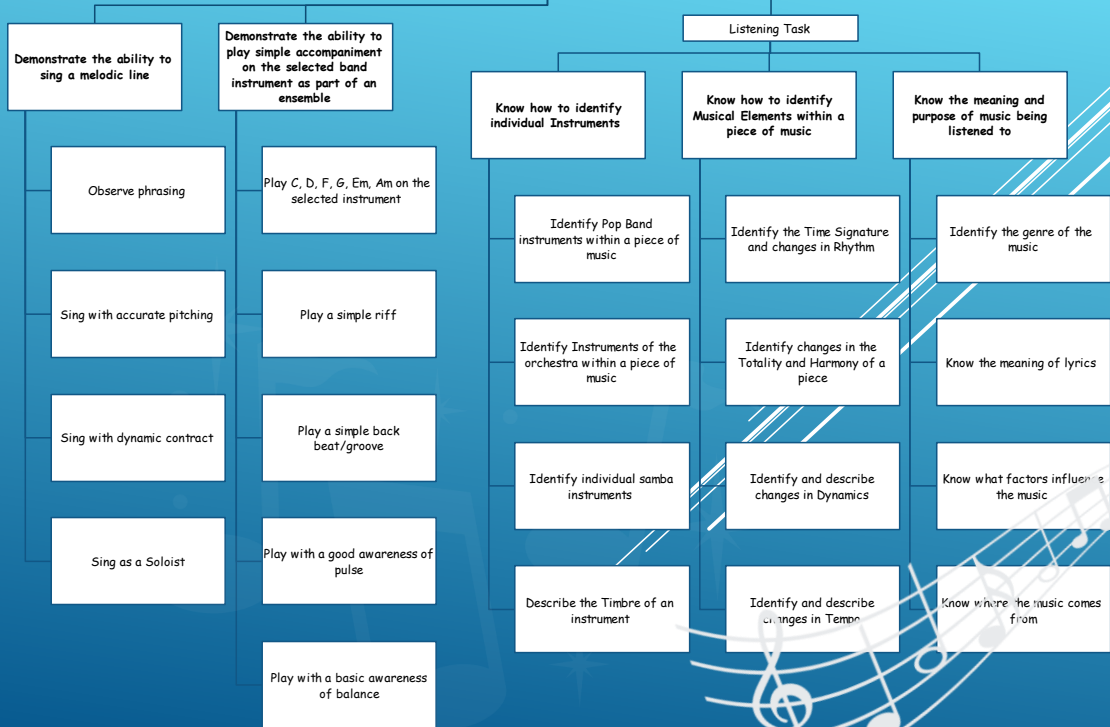
Read and play short rhythmic phrases at sight

Read conventional symbols for known rhythms and note durations



Year 8

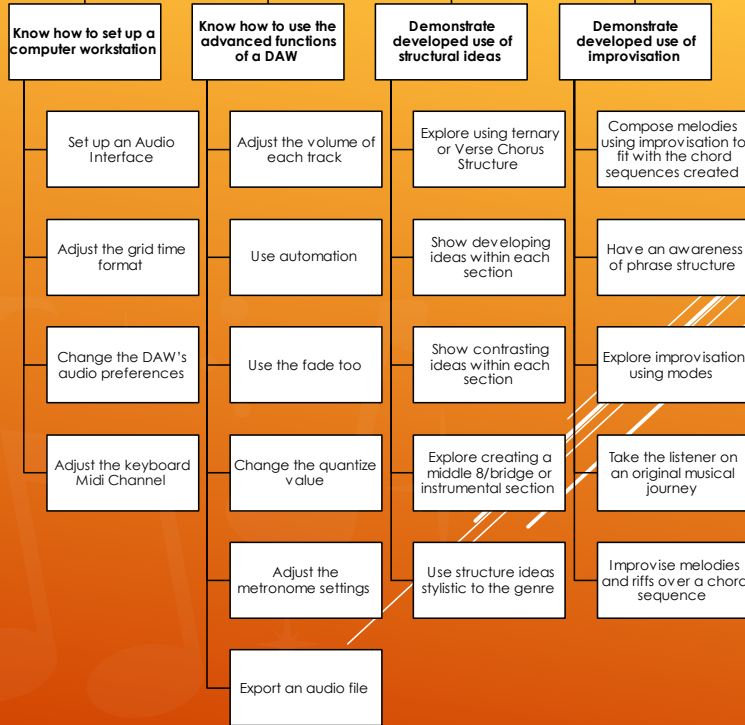
# Battle of The Bands





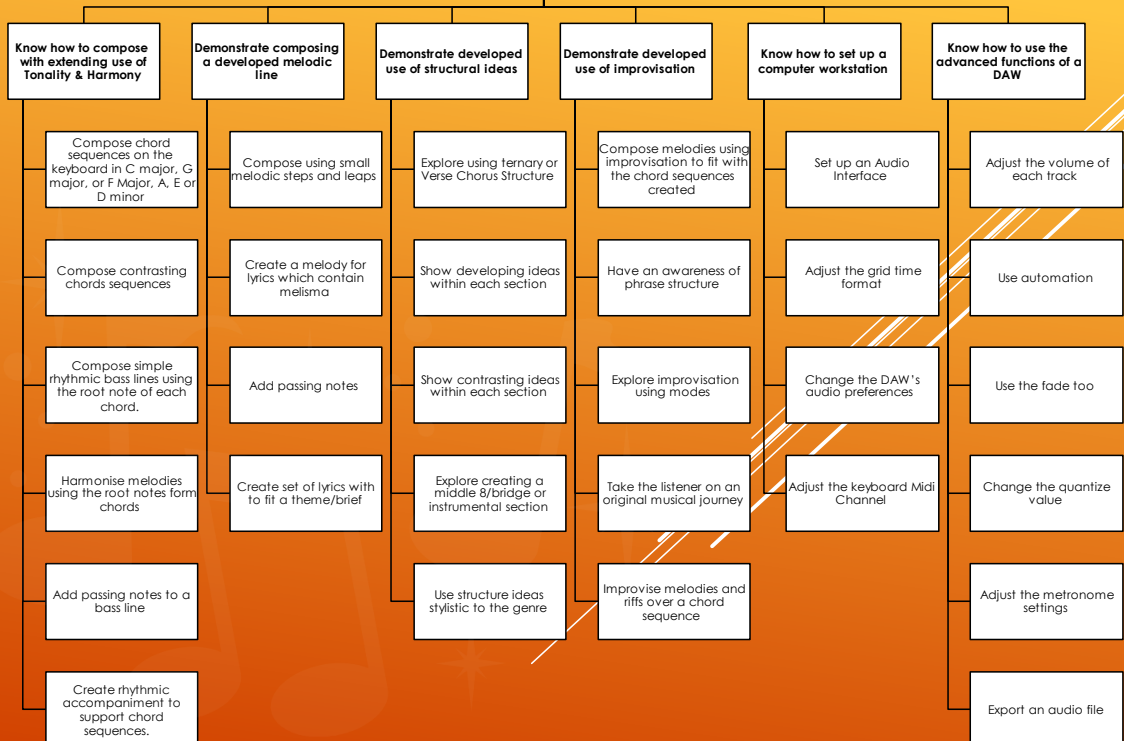
Year 9

### EDM



Year 9

### Extended Song Writing

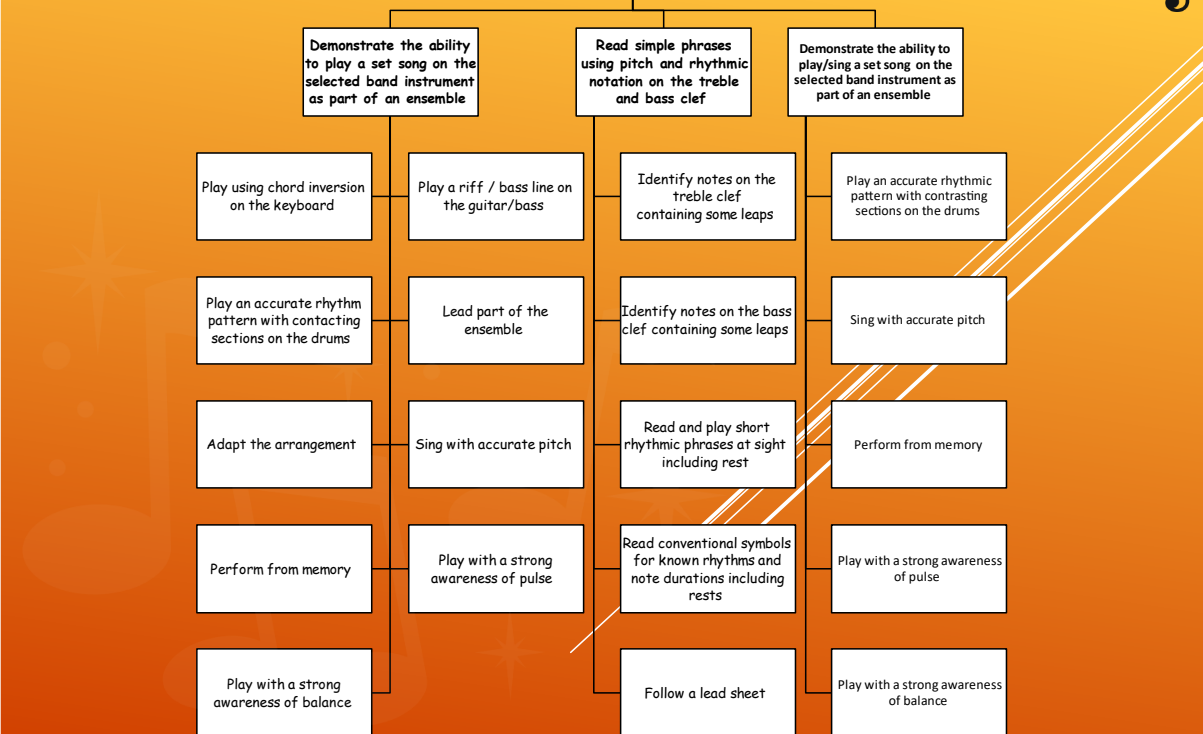




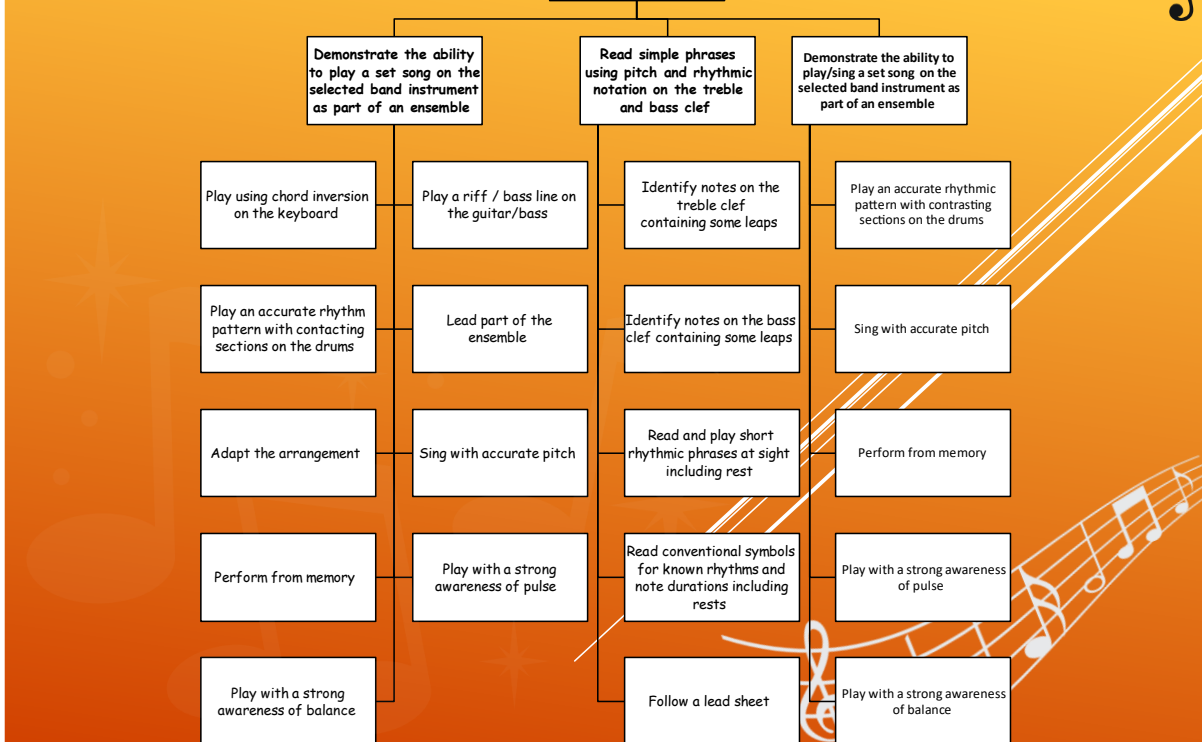
Use Your Ears



Band On The Wall



Band On The Wall



This overview outlines the scope, objectives, and educational rationale behind the Year 7, 8 and 9 Music curriculum, emphasising its integration with broader educational goals and future pathways in music and performing arts.