

| Music – Programme of Study | | | | | |
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| | Music Performance | Music Production | Music History | Music Theory | Music Genres |
| Year 7 | <ul style="list-style-type: none"> • Play and perform confidently. • Exercise vocal skills singing/ rapping. • Play instrument/s fluently. | <ul style="list-style-type: none"> • Develop skills exercising use of music technology appropriately. • Develop skills understanding music loops and samples. • Use professional music software to structure music arrangements. | <ul style="list-style-type: none"> • Develop a deepening understanding of the music in that they listen, and its history. • Listen with increasing discrimination to a wide range of music artists. • To recognise historical music in its style and context. • Evaluate music across a range of historical periods. | <ul style="list-style-type: none"> • Understand how music is produced and communicated through musical notations. • To learn the first 4 basic note values and names. | <ul style="list-style-type: none"> • Understand how music genres were established. • The culture in which the music was formed • Recognise the rhythmic and melodic structure assigned to that specific genre. |
| Year 8 | <ul style="list-style-type: none"> • Play and perform confidently in a range of solo and ensemble contexts. • Exercise vocal skills singing/ rapping. • Play instrument/s fluently and with accuracy and expression. | <ul style="list-style-type: none"> • Develop skills exercising use of music technology appropriately. • Develop skills understanding music loops and samples. • Use professional music software to structure music arrangements. • Listen with increasing discrimination to a wide range of music from great composers and musicians. | <ul style="list-style-type: none"> • Develop a deepening understanding of the music in that they listen, and its history. • Listen with increasing discrimination to a wide range of music artists. • To recognise historical music in its style and context. • Evaluate music across a range of historical periods. | <ul style="list-style-type: none"> • Understand how music is produced and communicated through musical notations. • To learn the first 4 basic note values and names. • Develop notating music values. • To understand the difference between a bass and treble stave and its values. | <ul style="list-style-type: none"> • Understand how music genres were established. • The culture in which the music was formed • Recognise the rhythmic and melodic structure assigned to that specific genre. • Listen with increasing discrimination to a wide range of music. |

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| Year 9 | <ul style="list-style-type: none"> • Play and perform confidently in a range of solo and ensemble contexts. • Exercise vocal skills singing/ rapping including song writing. • Play instrument/s fluently and with accuracy and expression including use of tonalities, and to understand other musical devices. | <ul style="list-style-type: none"> • Develop skills exercising use of music technology appropriately. • Develop skills understanding music loops and samples. • Use professional music software to structure music arrangements. <ul style="list-style-type: none"> • Listen with increasing discrimination to a wide range of music from great composers and musicians. | <ul style="list-style-type: none"> • Develop a deepening understanding of the music in that they listen, and its history. • Listen with increasing discrimination to a wide range of music artists. • To recognise historical music in its style and context. • Evaluate music across a range of historical periods. | <ul style="list-style-type: none"> • Understand how music is produced and communicated through musical notations. <ul style="list-style-type: none"> • To learn the first 4 basic note values and names. • Develop notating music values on a staff. • To understand the difference between a bass and treble staff and its values. | <ul style="list-style-type: none"> • Understand how music genres were established. • The culture in which the music was formed • Recognise the rhythmic and melodic structure assigned to that specific genre. • Listen with increasing discrimination to a wide range of music. |
| Greater Depth | <ul style="list-style-type: none"> • Develop knowledge and confidence in communication skills and reading skills through song writing, rap, and poetry. | <ul style="list-style-type: none"> • Develop ICT skills using computer technology and software. • Develop reading skills. | <ul style="list-style-type: none"> • Develop knowledge in music which may impact future development in musicianship. | <ul style="list-style-type: none"> • Develop reading and writing skills. • Notation skills | <ul style="list-style-type: none"> • Develop knowledge in music which may impact future development in musicianship. |