

Carousel: Music	Year 7	Year 8	Year 9
<b>Topics Studied</b>	<p><b>Topic 1: Elements of music and keyboard skills.</b> Students explore the elements of music with an emphasis on pitch using singing activities and keyboard skills. They learn treble clef pitch notation and basic rhythms, and then apply this to playing the keyboard using the correct technique.</p> <p><b>Topic 2: Samba!</b> Students continue to explore the elements of music, this time with an emphasis on tempo and duration. They look in more detail at rhythm notation and explore how rhythm is communicated in both aural and written form through Samba drumming activities.</p> <p><b>Topic 3: Moods and Atmospheres.</b> Students combine their knowledge of the musical elements and their keyboard skills from term 1 to create their own music</p>	<p><b>Topic 1: Pop Riffs.</b> Students build on the keyboard skills established in Year 7 through learning to play a number of Pop Riffs which explore new techniques on the keyboard. They also have the opportunity to create their own 'Pop Riffs' using their acquired skills.</p> <p><b>Topic 2: Ukulele!</b> Students learn the basic skills needed to play the ukulele to enable them to have access to a wide variety of popular songs.</p> <p><b>Topic 3: Reggae</b> Students will combine and build upon previous Year 8 ukulele and keyboard skills to play music in a group setting, using Reggae music as a platform.</p>	<p><b>Topic 1: Film Music</b> Students explore in depth the techniques used by film composers to create music that reflects different moods, atmospheres and emotions. They use these compositional techniques to create their own music to accompany a short film clip.</p> <p><b>Topic 2: Band Skills</b> Students have the opportunity to experiment with new instruments: bass guitar, electric guitar and drum kit. They learn popular chord sequences and basic rhythms in order to be able to produce a group piece.</p> <p><b>Topic 3: Individual Projects.</b> As a culmination of the skills they have learnt throughout KS3, and in preparation for KS4, students work on music of their own choice on their chosen instrument/group to present at the end of the half term.</p>
<b>Skills and Key Knowledge Taught</b>	<p>Students learn the core skills of performing, listening and appraising and composition throughout KS3.</p> <p><b>Topic 1:</b> They are taught how to apply the elements of music to their performance work through singing well known songs as a class. Students learn how to play melodies on the keyboard reading from treble clef notation and using the correct technique.</p> <p><b>Topic 2:</b> Students learn how rhythm is notated and how this is translated into</p>	<p><b>Topic 1:</b> Students learn the relevance of the 'riff' in the context of a pop song. Pitch notation extends to reading bass clef, sharps and flats, with students playing chords whilst using the correct technique. This knowledge is then used to create their own music using the elements of music and the keyboard skills they have developed.</p> <p><b>Topic 2:</b> Students are introduced to the idea of chord sequences through learning about the 12 Bar Blues and taught to play at least 4 chords on the ukulele. They learn how to produce sound</p>	<p><b>Topic 1:</b> Students use the following compositional tools to create their own film music: Major and minor chords, discords, ostinato, chromaticism, leitmotif.</p> <p><b>Topic 2:</b> Students explore band dynamics and how different parts fit together. Students become more aware of the use of sharps and flats in music and consolidate their knowledge of treble and bass clef. They explore new instrumental skills using teamwork to create a band performance.</p>

	<p>sound using movement to help understanding (stride, walk, jogging, etc.). Students learn the difference between rhythm and beat and play call and response rhythms and polyrhythms as a class.</p> <p><b>Topic 3:</b> Students consider the effect the elements of music have on the listener and demonstrate their understanding through listening activities and creating their own piece which reflects the stages in a story.</p> <p><b>Great composers and musicians:</b> Saint-Saens – Carnival of the Animals Holst – The Planets</p> <p><b>Assessment:</b> Formative assessment is carried out frequently throughout each topic with a practical summative assessment at the end of each half term to demonstrate their learning.</p>	<p>using different strumming patterns to create rhythmic and stylistic music.</p> <p><b>Topic 3:</b> Students learn about the different roles of instruments in a band i.e., melody, chords, rhythm and bass. They explore band dynamics and how different parts fit together by using their keyboard and ukulele skills to participate in a group piece.</p> <p><b>Great composers and musicians:</b> Beethoven’s Fifth Symphony Elvis Presley – Hound Dog Bob Marley – Three Little Birds</p> <p><b>Assessment:</b> Formative assessment is carried out frequently throughout each topic with a practical summative assessment at the end of each half term to demonstrate their learning.</p>	<p><b>Topic 3:</b> Students develop Individual research and practice skills to produce their own performances.</p> <p><b>Great composers and musicians:</b> Film music by John Williams and Hans Zimmer Johann Pachelbel – Canon in D</p> <p><b>Assessment:</b> Formative assessment is carried out frequently throughout each topic with a practical summative assessment at the end of each half term to demonstrate their learning.</p>
<p><b>Links for Support/ Help at Home</b></p>	<p>Visit music shops to encourage attempting a variety of instruments to find an instrument they enjoy Musical instrument use at home: scheduling 15 minutes a day to practice Creation of a music library (technological or books) Musical apps that are free to download (such as VirtualPiano, Musescore, BandLab, Garage Band, Teaching Gadget etc) Music programmes that enable students to mix/blend music Develop a love of music and introduce a range of genres (use of Spotify and other such online music libraries) Encourage your child to participate in enrichment/extra-curricular clubs inside or outside of school Visit music shops or music museums/exhibitions Visits to festivals or concerts and attendance/participation in school productions and performances Use of Bolton Music Services in school</p>		

Year 10	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topics Studied in Edexcel BTEC Tech Music Practice</b>	<b>Component 1: Exploring Music Products and Styles.</b> Learning aim A: Develop appreciation of styles and genres of music. Learning Aim B: Explore techniques used to create music products	<b>Component 1: Exploring Music Products and Styles.</b> Learning aim A: Develop appreciation of styles and genres of music. Learning Aim B: Explore techniques used to create music products	<b>Component 1: Exploring Music Products and Styles.</b> Students begin their BTEC assignment based on Component 1 assignment criteria.	<b>Component 1: Exploring Music Products and Styles.</b> Supervised coursework assignment.	<b>Component 2: Music Skills Development</b> Learning Aim A: Exploring professional and commercial skills for the music industry.	<b>Component 2: Music Skills Development</b> Learning Aim A: Exploring professional and commercial skills for the music industry.
<b>Skills and Key Knowledge Taught</b>	<b>12 Bar Blues and British Invasion.</b> Students focus on the development of music and the application of music theory. Students develop their understanding of different types of music product and the techniques used to create them. They explore how musical elements, technology and other resources are used in the performance, creation and production of music.	<b>Reggae and Electronic Dance Music.</b> Through listening, appraisal, performing and composing, students practically explore the key features of different genres of music and music theory, applying their knowledge and understanding to develop their own creative work.	<b>Music for Film. Preparation for Coursework Component 1.</b> All practical work is supported by research and each student produces a presentation with picture, audio and video evidence, to demonstrate their re-creation of products, showcasing how they have applied their learning in a practical way.	<b>Component 1 coursework.</b> Students undergo a supervised assessment period to produce a portfolio demonstrating their research and analysis, performance, composition and production skills.	Students learn the importance of time-management, self-discipline, working with others and correct and safe use of equipment. Students learn to evaluate their own progress and how to work with others to develop performance, creation and production work.	Learners explore professional techniques for musicians and look at how they share their music with others. They participate in workshops to identify and develop musical skills and techniques in Music Performance, Creating Original Music and Music Production.

<b>Links for Support/ Help at Home</b>	<p>Visit music shops to encourage attempting a variety of instruments to find an instrument they enjoy</p> <p>Musical instrument use at home: scheduling 15 minutes a day to practice</p> <p>Creation of a music library (technological or books)</p> <p>Musical apps that are free to download (such as VirtualPiano, Musescore, BandLab, Garage Band, Teaching Gadget etc)</p> <p>Music programmes that enable students to mix/blend music</p> <p>Develop a love of music and introduce a range of genres (use of Spotify and other such online music libraries)</p> <p>Encourage your child to participate in enrichment/extra-curricular clubs inside or outside of school</p> <p>Visit music shops or music museums/exhibitions</p> <p>Visits to festivals or concerts and attendance/participation in school productions and performances</p> <p>Use of Bolton Music Services in school</p> <p>Use of additional homework booklets, therapy work packs and/or additional resources from the class teacher via Synergy</p> <p>Use of student resources located within WHS SharePoint for students</p>
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<b>Year 11</b>	<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topics Studied in Edexcel BTEC Tech Music Practice</b>	<b>Component 2:</b> Learning Aim, B: Applying and developing individual musical skills and techniques.	<b>Component 2:</b> Learning Aim, B: Applying and developing individual musical skills and techniques.	<b>Responding to a Commercial Brief</b> Students develop the skills required for the externally assessed Component 3, released in February until May	<b>Component 3:</b> Students begin externally marked assignment brief set by the exam board	<b>Component 3: Completion</b> Students complete an externally marked assignment brief set by the exam board	Summer exams and end of school
<b>Skills and Key Knowledge Taught</b>	Students learn to evaluate their own progress and set goals to develop performance, creation and production skills. They select and develop their individual musical and professional	Students demonstrate the application of their development plan by producing musical outcomes in the form of two musical products from the three disciplines of Performance, Musical	Students use their learning and development from prior topics and apply them to this component to demonstrate learning, knowledge and understanding of musical and	Students use their learning and development from prior topics and apply them to this component to demonstrate learning, knowledge and understanding of musical and	Students use their learning and development from prior topics and apply them to this component to demonstrate learning, knowledge and understanding of musical and	

	techniques appropriate to context and style.	Creation and Music Production.	professional skills and techniques used in the music industry.	professional skills and techniques used in the music industry.	professional skills and techniques used in the music industry.	
<b>Links for Support/ Help at Home</b>	<p>Visit music shops to encourage attempting a variety of instruments to find an instrument they enjoy</p> <p>Musical instrument use at home: scheduling 15 minutes a day to practice</p> <p>Creation of a music library (technological or books)</p> <p>Musical apps that are free to download (such as Magic Tiles, Piano Play, Guitar Chords, Garage Bands, Teaching Gadget etc)</p> <p>Music programmes that enable students to mix/blend music</p> <p>Develop a love of music and introduce a range of genres (use of Spotify and other such online music libraries)</p> <p>Encourage your child to participate in enrichment/extra-curricular clubs inside or outside of school</p> <p>Visit music shops or music museums/exhibitions</p> <p>Visits to festivals or concerts and attendance/participation in school productions and performances</p> <p>Use of Bolton Music Services in school</p> <p>Use of additional homework booklets, therapy work packs and/or additional resources from the class teacher via Synergy</p> <p>Use of student resources located within WHS SharePoint for students</p>					