

		Year 7				Year 8				Year 9			
		general	Module 1	Module 2	Module 3	general	Module 1	Module 2	Module 3	general	Module 1	Module 2	Module 3
<b>Technical Control</b>	Pulse	Independently perform at a variety of tempos both as a soloist and ensemble in at least 3 different	Clapping/ Djembe Drum Pulse and rhythms	Playing in time as a soloist and ensemble.	Using Time Signatures in composition	Develop performances with clear pulse	Performing with clear pulse	Additionally, 12/8 time signature.	Continue to development performance with clear pulse	Further development of Swung quaver style.	Beatles piece for swung style.	Performing pieces with clear pulse	Performing pieces with clear pulse
	Rhythm	Perform rhythms of at least 8 bars in length including dotted rhythms, semiquavers and	Reading and Performing rhythms using staff notation	Developing use of rhythm notation in keyboard/ guitar performances	Composing rhythmic material for melodic composition	Perform rhythmically - swung/ triplet style and in ensemble with other rhythmic patterns performed.	Perform Chord Sequences using different numbers of chords per bar.	Using dotted rhythms and swung quavers.	Composing using rhythmic materials	Recognise and perform rhythmic patterns in a variety of notations.	Perform from staff notation and chord charts	Waltz and Salsa Features	Using ground bass and chord sequences for composition and
	Melody	Perform with at least octave range in a variety of styles.		Reading treble clef melodies for performance	Using Treble Clef to compose ABA composition	Introduce sharps / flats including Blues Scale	Using C, F and G major scales composing using chord notes	Blues scales to improvise authentic melodies.	Development of melodic ideas using major / minor scales using passing notes and developing sequences	Use of Key Signatures up to 2 sharps and flats. Use of pieces with wide range.	More complex melodies and to perform RH & LH as a soloist	Melody includes syncopation and chord sequences with different harmonic rhythms	Develop melodies based upon ground bass and chord sequence
	Active Listening	Continue to develop use of key vocabulary for Tempo, Dynamics, Instruments in melody & accomp	Listen to a range of ensembles including Orchestra and Choir and consider the role of each instrument in the performance using relevant terminology	Continue listening to music in a range of style and analyse the features heard using relevant terminology	Discover how composers have developed their ideas, varied them, in Variations and Ternary Form Compositions to influence own compositions	Recognising instruments from variety of styles. What are the roles of instruments?	Continue listening to music in a range of style and analyse the features heard using relevant terminology	Introduce music from Africa and Blues Traditions with relevant terminology	Demonstrate through active listening good melody and accompaniment skills to support composition	Recognise all elements of music within the pieces heard. Follow using score and picking out features. Aural Skills development for GCSE	Pick out features of pop music from 1950s - 1990s	Additional culture of Ballet, Salsa - pick out the relevant features	Develop use of terminology related to arrangement and variety in production using one piece of music as stimulus
<b>Expressive</b>	Performing	Using Treble Clef Notation, performing using keyboard/guitar <b>(4 groups on Guitar Project)</b> to perform in different styles, accurately, Solo and Ensemble, Different performance opportunities	Performing precomposed 8 bar rhythms and own rhythms in ensembles and as a soloist	Performing simple melodies using treble clef notation. Performance as soloist	Variation form melodies based on Frere Jacques and own ABA melodic	Perform using notation and improvisation as solo and ensemble. Perform chords and melody.	Using Treble and introduce Bass Clef	Using Blues scales, chord sequences to create authentic performance.	Perform own melody using chords sequences	Perform extended pieces of music in variety of styles and different tempos.	Using score to produce an accurate and expressive performance	Performing on cha cha chord sequences and salsa rhythms as soloist	Performing Pachelbel Canon/ Despedito to develop composition using Musescore and or DA'W
	Singing	Singing in Unison, Two and Three parts	Singing in unison and up to two parts	Singing in up to three parts	Singing to support development of variation form (using drones, rounds, counter melody)	Singing songs that demonstrate the styles of modules	Singing songs in C, F and G major from notation	Singing traditional African and Blues songs	Use singing to demonstrate good melodic and harmonic writing		Sing a range of melodies to support pop song development		
	Composition & Improvisation	Compose rhythms using crotchets, quavers, minims, semiquavers. Consider repetition and contrast. Compose melodies using staff notation in Binary and Ternary Form and using major/minor tonality.	Composing short rhythmic patterns for performance using notation		Improvise a Variation Form composition using Frere Jacques. Compose ABA melodic composition. Begin using Musescore for presentation	Improvise Solo's both rhythmically and melodically. Composition of melody using notation based on chord sequences.	Compose own chord sequence and develop melody using chord notes further using Musescore	Improvise authentic blues melodies over chord sequence	Composing using treble and bass, development of sequences, repetition and further developing skills in musescore		Development of riffs & melodies, chord sequences, in pop song structure	Composing own dance track, using samples and DA'W	Composing own version of Pachelbel ground bass / Despedito chord sequence using Musescore (synths)