# Subject Year by Year Progression Plan

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<tr>
<th>Key Stage 3</th>
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<td><strong>Year 7</strong></td>
<td><strong>Year 8</strong></td>
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## Understanding

**Students should understand the fundamental skills and knowledge required to be able to appraise, perform and compose music. Students should understand how music has been developed over time, and how different cultures have influenced various genres of music. Students should have a basic understanding of the concept of music as a product, and understand how a performance or composition fits a brief in a vocational context. Students should understand the concept of rehearsing and refining a musical performance, and be able to evaluate the success of a performance. Students should be able to create simple musical ideas and understand how these can be developed.**

**Students should deepen their understanding of the fundamental skills and knowledge required to be able to appraise, perform and compose music. Students should develop a good understanding of music as a business, and be able to evaluate a musical product in relation to its intended outcome. Students should have a deeper understanding of how music has been developed over time, and be able to make links between genres through their musical features. Students should demonstrate a practical understanding of the keyboard as a musical tool for performance, composition and understanding basic theory. Students should understand the role of a performer and composer, and demonstrate their understanding through the undertaking of practical tasks which develop their musicianship.**

**Students need to understand the fundamental skills and knowledge required to perform a range of job roles in the music industry. Students will broaden their knowledge of the job roles associated with the music industry and undertake a wider variety of tasks which will provide students with a greater understanding of the music industry. Students should understand a range of musical devices and techniques, and understand how they fit into a range of genres of music. Students should develop a simple understanding of planning and managing a music product.**

## Knowledge

### Performance and Production

**Students will learn about music performance and develop their knowledge through:**
- Learning about a range of musicians and studying their music
- Developing an understanding of how to understand written music (graphic scores and notation)
- Learning the correct techniques for performing on keyboards and singing
- Developing an understanding of balance and contrast when performing solo or as part of an ensemble

**Students will learn about the roles and responsibilities of music industry professionals involved in performance:**
- Artist
- Performer
- Musician

**Students will demonstrate their knowledge through the undertaking of performance tasks. Students will learn about music performance across a range of contexts, using their voice, keyboards and percussion instruments:**
- Solo performance
- Ensemble performance
- Performance for live audience
- Performance for recording

**Students will learn what makes a successful performance through real life examples of professional performances in a variety of musical contexts.**

**Students will learn about the roles and responsibilities, within the music industry, involved in musical productions and performances. Students will demonstrate an understanding of the following job roles, associated with music performance/production:**
- Manager
- Artist
- Session Musician
- Performer
- Media

**Students will demonstrate their knowledge through performing the various job roles as part of the planning of their own music product. Students will also form their own conclusions on the success of their project, in the context of standard music industry practise.**
| Composing and Promotion | Students will learn about music composition and develop their knowledge through:  
• Learning about the musical elements and how they can be used to create contrast:  
  o Tempo  
  o Dynamics  
  o Texture  
  o Timbre  
  o Pitch  
• Learning about melody and rhythm and understanding how simple melodic and rhythmic ideas can be created.  
• Developing an understanding of structure in music  
Students will develop a basic understanding of the composition process and understand the role of a composer/songwriter.  
Students will deepen their knowledge of music composition through the study of a range of musical devices and techniques used in composition:  
• Chords  
• Rhythm: Syncopation, Cross Rhythms  
• Melody: Pentatonic, Harmony  
• Riff, Hook, Ostinato, Bassline  
Students will listen to and analyse compositions in relation to their purpose to develop and understanding of musical conventions for a range of real world contexts:  
• Film  
• TV  
• Live Music  
• Commercial Music  
Students will learn about the composition process, and have a basic understanding of how the following job roles contribute to a musical composition:  
• Composer  
• Songwriter  
• Artist  
• Session Musician  
Students will develop their knowledge of compositional concepts and techniques and apply them in the context of a client-driven industry.  
Students will need to learn about a range of musical genres and structures, and understand how different genres fit a range of real world contexts:  
• Film  
• TV  
• Live Music  
• Commercial music artists/bands.  
Students will develop an understanding of how music is promoted through live shows, the media and artwork.  
Students will need to learn how the following job roles contribute to the marketing of music:  
• Promoter  
• Journalist  
• Media roles  
Students will also develop their understanding on how promotional materials are created, and understand how a promotional product is made for specific music industry contexts.  

| Listening and Evaluating | Students will develop their knowledge of the musical elements, and expand their musical vocabulary in order to allow them to describe tempo and dynamics in more detail. They will learn the basic Italian terms for tempo and dynamics.  
Students will learn the names of, and be able to identify, the main instruments of the orchestra and popular music, including:  
• Strings: Violin, Cello  
• Brass: Trumpet, Trombone  
• Woodwind: Flute  
• Percussion: Timpani Cymbals, Xylophone  
Students will develop their knowledge of the musical elements, and expand their musical vocabulary in order to allow them to describe a range of musical elements in more detail. There will broaden their knowledge of Italian terms, and make links to English words. This will broaden their understanding of how music can be used for effect.  
Students will learn the names of, and be able to identify, a wider range of instruments of the orchestra and world music, including:  
• Strings: viola, Double Bass  
• Brass: French Horn, Tuba  
• Woodwind: Clarinet, Oboe Bassoon, Piccolo  
• Percussion: Glockenspiel, Gong  
Students will understand a range of musical devices, techniques, instruments and elements. They will be able to link these to musical conventions and genres.  
Devices and Techniques:  
• Chords: Block Chords, Broken Chords, Arpeggios  
• Rhythm: Syncopation, Cross Rhythms, Augmentation, Diminution  
• Melody: Pentatonic, Harmony, Chromatic, Diatonic  
• Riff, Hook, Ostinato, Bassline  
Instruments:  
• Strings  
• Woodwind  
• Brass |
<table>
<thead>
<tr>
<th>Subject Skills</th>
<th>Performing and Production</th>
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<tr>
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<td>Students will demonstrate they are able to contribute to a successful performance by demonstrating the following skills:</td>
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<tr>
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<td>• Perform using the voice, keyboard and percussion</td>
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<td>• Perform a simple or more complex part as part of an ensemble</td>
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<td>• Perform a simple or more complex part as a solo performance</td>
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<td>• Rehearse, self-manage and self-assess to refine and improve their own performance</td>
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<td>Students will apply their knowledge of a range of musical techniques to demonstrate the following skills:</td>
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<td>• Compose a simple melodic or rhythmic idea</td>
<td>• Compose musical ideas using a range of musical devices</td>
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<td>• Extend and develop original ideas</td>
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<td>• Apply a range of compositional techniques in a creative way</td>
<td>• Create contrasting sections of music</td>
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<td>• Compose a short composition with a clear structure</td>
<td>• Apply a range of compositional techniques in a creative way</td>
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<td>• Be able to identify the main popular song and orchestral instruments</td>
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<td>• Be able to identify the use of musical devices, instruments and elements in live or recorded music</td>
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<td>• Be able to identify and describe the musical elements</td>
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<td>• Be able to use Italian terms to describe a range of musical elements</td>
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<td>• Be able to use Italian terms to describe tempo and dynamics</td>
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<td>• Be able to evaluate the success of a musical performance</td>
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**Additional Information**
- **Popular Music:** Drum Kit, Piano, Bass Guitar, electric Guitar, vocals
- **World Music:** Gamelan, Djembes, Congas, Bongos, Clave
- **Percussion Elements:** Dynamics, Tempo, Timbre, Texture, Pitch
<table>
<thead>
<tr>
<th>Literacy Skills</th>
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| • Analyse sung, spoken and written language, exploring impact and how it is achieved  
• Express ideas and information clearly, precisely, accurately and appropriately in spoken and written communication  
• Form independent views and challenge what is heard or read on the grounds of reason, evidence or argument  
• Understand and use the conventions of written language, including grammar, spelling and punctuation  
• Explore questions, solve problems and develop ideas  
• Engage with and make fresh connections between ideas, texts and words  
• Reflect and comment critically on their own and others’ use of language.  
• Present and listen to information and ideas  
• Respond appropriately to the questions and views of others  
• Participate in a range of real-life contexts in and beyond the classroom, adapting talk to situation and audience and using standard English where appropriate  
• Understand how meaning is constructed through words, sentences and whole texts, recognising and responding to the effects of language variation | • Key dates and chronology  
• Using counting to achieve balance and symmetry during music composition, in terms of beats, bars, phrases and sections of music.  
• Be able to evaluate the success of a musical performance in relation to its intended audience  
• Be able to describe how musical features have been used to create effect  
• Analyse the use of musical features and make justified opinions of their effectiveness.  
• Evaluate the success of a music project, making justified judgements on the overall success/effectiveness.  
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• Form independent views and challenge what is heard or read on the grounds of reason, evidence or argument  
• Understand and use the conventions of written language, including grammar, spelling and punctuation  
• Explore questions, solve problems and develop ideas  
• Engage with and make fresh connections between ideas, texts and words  
• Experiment with language to create effects to engage the audience  
• Reflect and comment critically on their own and others’ use of language.  
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• Understand how meaning is constructed through words, sentences and whole texts, recognising and responding to the effects of language variation | • Key dates and chronology  
• Understand number size, scale and the quantitative relationship between units  
• Using counting to achieve balance and symmetry during music composition, in terms of beats, bars, phrases and sections of music. |