

Wellfield Middle School : Music Long Term Plan 2025/2026



Year 5					
T r a n s i t i o n & B a s e l i n e	Autumn 8 weeks - 7 weeks		Spring 6 weeks - 6 weeks		Summer 5 weeks - 7 weeks
	<u>Topic:</u> Opera: Hansel and Gretel	<u>Topic:</u> Whole Class Brass	<u>Topic:</u> Whole Class Brass	<u>Topic:</u> Whole Class Brass	<u>Topic:</u> Composing Using Technology 1
	<u>Overview:</u> A scheme from the Royal Opera House which takes the class through the process of staging an opera and establishes the key elements of dramatic singing with lots of opportunities for performance.	<u>Overview:</u> In this first half term of whole class brass learning, pupils will learn to put the instrument together, make a sound on the instrument, play three notes (E, F, G) using minims, semibreves and crotchets, play in unison in 4/4 time.	<u>Overview:</u> This term builds on all the knowledge from the previous term adding in: the notes C, D, paired quavers, ¾ time, staccato and tenuto markings, piano and forte markings.	<u>Overview:</u> This term builds on the knowledge from autumn and spring adding in: low B and high A, andante and allegro, dotted notes. By the end of this term, pupils should be confident to play in a large brass group and in solo contexts.	<u>Overview:</u> In this project, Year 5 students will explore music technology by creating their first loop-based composition using Charanga's YuStudio. They will experiment with rhythm, melody, and structure to build a short track with a clear beginning, middle, and end. Through hands-on use of digital tools, students will develop their creativity and understanding of how music can be constructed using technology.
	<u>Purpose of unit & links:</u> This unit gives the pupils an opportunity to explore opera through learning dramatic movements, gestures and singing. Pupils will learn about the history behind opera and the context in which this opera was written which links to Romantic Music in Year 6.	<u>Purpose of unit & links:</u> This unit forms the basis of the pupils' musical learning at Wellfield Middle School. It introduces them to notation and starts to explore the interrelated dimensions of music and how they change the impact of the music.	<u>Purpose of unit & links:</u> This unit forms the basis of the pupils' musical learning at Wellfield Middle School. It introduces them to notation and starts to explore the interrelated dimensions of music and how they change the impact of the music.	<u>Purpose of unit & links:</u> This unit forms the basis of the pupils' musical learning at Wellfield Middle School. It introduces them to notation and starts to explore the interrelated dimensions of music and how they change the impact of the music.	<u>Purpose of unit & links:</u> The purpose of this unit is to introduce students to digital music-making and build foundational skills in composing with technology. It supports the music curriculum by developing understanding of structure, rhythm, and texture through practical, creative work. The unit also links to computing and digital literacy by encouraging confident use of music software and basic audio editing tools. It is the first of four units using YuStudio.
	<u>Subject knowledge:</u> <ul style="list-style-type: none">Know and use Italian words for dynamicsKnow and use Italian words for tempoKnow some orchestra instruments	<u>Subject knowledge:</u> <ul style="list-style-type: none">Identify brass instruments when listeningKnow the value of minims and crotchets	<u>Subject knowledge:</u> <ul style="list-style-type: none">Know the value of minims, crotchets, paired quavers and semibrevesKnow the location of C-G on the treble staveKnow the meaning of staccato and tenuto marksUse forte and piano to describe dynamics.Use andante and allegro to describe tempo	<u>Subject knowledge:</u> <ul style="list-style-type: none">Know the value of minims, crotchets, single quaver, paired quavers, semibreves and dotted crotchets.	<u>Subject knowledge:</u> <ul style="list-style-type: none">Understand how to navigate and use basic features of Charanga YuStudio

<ul style="list-style-type: none">● Sing in tune with musical expression● Know the features of opera● Identify pitch in terms of high and low	<ul style="list-style-type: none">● Know the location of E, F and G on the treble stave● Describe pitch in terms of high and low● Find the pulse● Understand the development of brass instruments● Compose a rhythm using minims and crotchets	<ul style="list-style-type: none">● Identify how many beats in a bar● Compose using a graphic score	<ul style="list-style-type: none">● Locate notes from B below Middle C to A on the treble stave● Know the definitions of the interrelated dimensions of music of; pitch, pulse, duration, dynamics and tempo● Recognise verse/chorus structures● Improve over a drone	<ul style="list-style-type: none">● Identify and use loops to create rhythm, melody, and accompaniment● Recognise and apply simple musical structures (e.g., intro–main section–outro)● Layer sounds to create texture and variety in a composition● Experiment with tempo, timbre, and dynamics to shape musical ideas● Use copy, paste, and editing tools to arrange and develop a track● Listen critically to their own and others’ work, offering constructive feedback● Save, export, and present digital music compositions effectively
<p>Coherence: Gives all pupils new to the school an early opportunity to work together in music and gain the foundations for performance.</p> <p>Communication: Opportunities for pupils to think deeply about how their gestures, movement and vocal timbre communicates a message to the audience. Pupils will also have the opportunity to perform parts of their opera.</p> <p>Creativity: Pupils will explore how the Royal Opera House</p>	<p>Coherence: Allows pupils with a mixture of prior experiences to start on an equal footing; pupils from different first schools will have different musical experiences with very few of them having experience playing a brass instrument. Forms the basis of all musical learning at Wellfield.</p> <p>Communication: Pupils will think about how to communicate with an audience and will work on how to give a performance without words but with musical ideas. Pupils will learn how to give constructive feedback to their peers. Pupils will communicate their musical ideas through composition.</p> <p>Creativity: Pupils will have the opportunity to perform and sing in ensembles of various sizes. They will have the opportunity to compose and improvise based on other people’s musical ideas.</p> <p>Compassion: Exploring brass musicians from different backgrounds and cultures and the reasons for their music making.</p> <p>Community: Exploring music and musicians from different cultures and backgrounds and exploring recordings and performances. Pupils will look at local brass bands to discover their heritage and their importance in North-East England. Pupils will work together to create performances for parents.</p>			<p>Creativity: Pupils explore and express original musical ideas by selecting and combining loops, creating unique tracks that reflect their imagination and musical instincts.</p> <p>Coherence: The unit builds on pupils’ prior understanding of rhythm and structure, helping them connect practical skills with key musical concepts in a logical, progressive way.</p>

	<p>stages an opera and will use these ideas to create their own performances.</p> <p>Compassion: The themes of the opera lend itself to work on compassion and empathy and allow the children to demonstrate these emotions in their performances.</p> <p>Community: Pupils will have an opportunity to perform within the school and local community parts of their opera. They will also explore the historical context behind the opera and the story.</p> <p>Diversity Links: In Music we will mark Black History Month which highlights the work of Black composers, performers and arrangers. We will listen to music in our lessons by Black musicians and will learn to sing songs in singing assemblies linked to BHM. In addition, we will highlight the work of LGBTQ musicians and composers this will include listening to and learning about Dame Ethel Smyth.</p>	<p>Diversity Links: In Music we will mark Black History Month which highlights the work of Black composers, performers and arrangers. We will listen to music in our lessons by Black musicians and will learn to sing songs in singing assemblies linked to BHM. In addition, we will highlight the work of LGBTQ musicians and composers this will include listening to Pride Brass during the autumn term.</p>	<p>Compassion: Pupils listen respectfully to each other's work, give thoughtful feedback, and celebrate individual differences in musical expression.</p> <p>Community: The final sharing session fosters a sense of belonging and pride, as students contribute to a collaborative listening experience and appreciate the diverse creativity within their class.</p> <p>Communication: Students develop musical communication by expressing ideas through digital composition, structuring their music to convey mood or energy, and discussing their creative choices with peers.</p> <p>Diversity: The unit exposes pupils to a range of musical styles and sounds from different cultures and genres, encouraging appreciation of varied musical traditions and inclusion of diverse influences in their own work.</p>
	<p>Disciplinary literacy skills: Key Words: Opera, Orchestra, Romantic Music, character, leitmotif, libretto, gesture, timbre, soprano, alto, tenor, bass, mezzo soprano, aria, warm-ups, plot, dynamics, articulation, staccato, legato, mood, body percussion, evaluate.</p>	<p>Disciplinary literacy skills: Key Vocab: Trumpet, cornet, horn, trombone, euphonium, baritone, tuba, treble stave, treble clef, notation, crotchet, minim, semibreve, quaver, mouthpiece, valves, bell, embouchure, tempo, dynamics, pitch, pulse, duration, structure, drone, compose, improvise.</p>	<p>Disciplinary literacy skills: Key Vocab: Loop, track, tempo, structure, texture, timbre, layering, arrangement, mix, export, interface, digital audio workstation</p>

Year 6			
Autumn 8 weeks - 7 weeks	Spring 6 weeks - 6 weeks		Summer 5 weeks - 7 weeks
Topic: Pentatonic Music	Topic: Romantic Music	Topic: Composing using technology 2 (Dragon Beats Project)	Topic: Keyboard Skills
Overview: Pupils investigate the pentatonic scale and use it to perform, compose and improvise on tuned percussion. This builds on notation and performance skills from Year 5.	Overview: An historical scheme introducing Romantic music, composers and instruments. Through this, pupils will explore the instruments of the orchestra and timbre.	Overview: In this project, Year 6 students will deepen their understanding of music technology by creating a composition that tells a story or sets a mood. Using Charanga YuStudio, they will explore original rhythm creation, melodies, and structure while learning to shape musical atmosphere. The focus will be on musical storytelling through sound, using structure and texture to express ideas and will build on the skills from their Year 5 project.	Overview: A scheme allowing pupils to take their knowledge of musical notation and tuned percussion to use on keyboards.
Purpose of unit & links: Pupils use their knowledge of notation and performing to take their skills further using tuned percussion. The performance aspects of the unit link to the next unit on Romantic Music, allowing pupils to build their performance skills. Pupils will improvise and compose using the pentatonic scale and will use technology to help the start to write notations using formal notation.	Purpose of unit & links: This is an opportunity for pupils to explore Romantic music and the instruments of the orchestra. They will use their performance skills from Chinese Music to play Romantic melodies on tuned percussion and they will focus on the use of timbre.	Purpose of unit & links: The purpose of this unit is to build on the foundational music technology skills introduced in Year 5, enabling students to create more personalised, expressive digital compositions. It links directly to the music curriculum by developing key concepts such as structure, rhythm, texture, and mood. The unit also supports computing and digital literacy through increased confidence in using digital tools for creative expression.	Purpose of unit & links: This unit uses all the skills of brass and tuned percussion to use their knowledge on the keyboard. This prepares pupils for using the keyboard in KS3.
Subject knowledge: <ul style="list-style-type: none"> ● Read C-C on the treble stave ● Read and write rhythmic notation using semibreves, minims, crotchets, paired quavers, semiquavers and their rests ● Play tuned percussion from C-C ● Play in ensembles of various sizes ● Improvise over a drone using the pentatonic scale 	Subject knowledge: <ul style="list-style-type: none"> ● Read notation on the treble stave ● Read notation using crotchets, quavers, minims, semibreves, dotted notes and their rests. 	Subject knowledge: <ul style="list-style-type: none"> ● Create and edit original drum patterns using a digital sequencer ● Compose simple melodic lines using virtual instruments 	Subject knowledge: <ul style="list-style-type: none"> ● Find C on the keyboard ● Know what is meant by binary form ● Know definitions for the interrelated dimensions of music; pitch, pulse, duration, dynamics, tempo, timbre, texture and structure

<ul style="list-style-type: none"> • Compose a 16 beat phrase using the pentatonic scale. • Use the pentatonic scale and understand its meaning • Know the features of Chinese Music. 	<ul style="list-style-type: none"> • Identify orchestral instruments when listening 	<ul style="list-style-type: none"> • Structure music to reflect a clear story or emotional journey • Use tempo, dynamics, and layering to shape mood • Explore textural contrast and musical transitions • Apply basic audio effects (reverb, panning) for creative impact • Use feedback to reflect on and improve musical ideas • Export and share digital work with confidence 	
<p>Coherence: This work builds on the performance and notation work from Year 5 and extends so that pupils are becoming more confident to read from treble stave notation</p> <p>Communication: Composition tasks involve composing for an occasion so pupils will communicate the meaning of their music through their choices in their performances particularly thinking about the Golden Thread and the use of the interrelated dimensions of music..</p> <p>Creativity: Opportunities for composing and improvising with the pentatonic scale inspired by other music from other cultures.</p> <p>Community: Pupils will explore the instruments and playing techniques used in Chinese music. The unit also coincides with Chinese New Year so we can explore customs and celebrations related to that.</p>	<p>Coherence: This work builds on the tuned percussion work from Chinese New Year and links to Romantic music and Hansel and Gretel from Autumn term.</p> <p>Communication: Pupils explore how Romantic composers tell a story through their music using the interrelated dimensions of music.</p> <p>Creativity: Pupils explore timbre and how they can use this to create an impact for the listener</p> <p>Community: Pupils explore Romantic music and listen to music from different times and places. They become familiar with composers of the time.</p>	<p>Coherence: Builds on Year 5 knowledge of loops and structure, introducing new creative and technical challenges in a logical progression.</p> <p>Communication: Encourages students to express ideas and emotions through music, using sound to tell a story without words.</p> <p>Creativity: Promotes originality through custom rhythm and melody creation, with freedom to choose mood, theme, and instrumentation.</p> <p>Community: Final sharing sessions support listening, respect, and celebration of peers' diverse musical ideas.</p> <p>Compassion: Students learn to give and receive constructive feedback in a supportive environment, developing empathy through shared creative work.</p> <p>Diversity: Incorporates a variety of musical styles and sound choices, inviting students to explore and reflect diverse cultural influences in music.</p>	<p>Coherence: This work builds on all of the performance tasks so far this year and is also the foundation for exploring other genres in KS3 using keyboards.</p> <p>Communication: Effectively communicating written music through performance. How do composers ensure that they communicate their intentions?</p> <p>Creativity: Pupils create their own binary form compositions.</p> <p>Compassion: Many opportunities for peer assessment and working on giving constructive criticism.</p>

Disciplinary literacy skills: Key Words: pentatonic, suona, gong, sheng, temple blocks, erhu, yangqin, dizi, pipa, drone, melody, ostinato, scale, timbre,	Disciplinary literacy skills: Key Words: Timbre, orchestra, strings, brass, woodwind, percussion, Prokofiev, Tchaikovsky, opera, symphony, dynamics, tempo,	Disciplinary literacy skills: Key Words: Rhythm, melody, Structure, Texture, Dynamics, Tempo, Mood, Loop, Effect (e.g. reverb, panning), Digital composition, Atmosphere, Transition	Disciplinary literacy skills: Key words: Piano, keyboard, treble stave, keys, headphone splitter, timbre, hand position,
---	--	---	---

Year 7				
Autumn 8 weeks - 7 weeks		Spring 6 weeks - 6 weeks	Summer 5 weeks - 7 weeks	
Topic: Baroque Music	Topic: Composing Using Technology 3 (Grime Project)	Topic: Film Music	Topic: West African Drumming	Topic: What Makes a Good Song?
Overview: An historical scheme allowing pupils to discover composers, music, instruments from the Baroque era. They will have the opportunity to perform and listen to Baroque music as well as write their own counter melody for Pachelbel's ground bass.	Overview: This unit builds on the technology skills developed in Year 5 and 6. Pupils will explore the musical style of grime, learning how to compose, arrange, and produce an original track using Charanga YuStudio. They will deepen their understanding of digital music production by working with stylistic features such as syncopated drum patterns, bass-heavy textures, and looped vocal samples. Pupils will structure their tracks using genre-appropriate forms (e.g., intro, drop, verse, hook) and develop skills in automation, mixing, and layering for creative impact. Through critical listening and feedback, students will refine their work and present a polished grime composition that showcases their musical identity.	Overview: This scheme allows pupils to think about the question "why do we use music in films? There are opportunities for listening to film music, improvising mickey-mousing techniques, performing themes and composing a leitmotif for a character.	Overview: This practical scheme explores the main rhythmic musical features and devices used in West African music. Pupils explore drumming techniques while performing and creating cyclic rhythms and polyrhythms.	Overview: This scheme explores 'What Makes a Good Song?' through practical musical investigation of two 'good' songs as case studies: "Shape of You" by Ed Sheeran and "Shotgun" by George Ezra. Pupils explore Hooks/Riffs, Structure, Melody and Lyrics. The unit ends with pupils creating their own musical arrangement of a popular song from a Lead Sheet in their chosen style/genre.
Purpose of unit & links: This is an opportunity for pupils to explore Baroque music and the instruments of the Baroque orchestra. They will use their performance skills on keyboard from the previous unit to perform melodies and bass parts from famous Baroque music. They will compose simple melodies to work with Pachelbel's Ground Bass.	Purpose of the unit & links: This unit is designed to build upon the skills developed in Year 5 and 6 in the technology units. It links to ICT through use of digital audio workstations, English through lyric writing and verbal self-evaluation, and PSHE by exploring themes of identity, voice, and social commentary in grime music. It also supports cultural understanding through engagement with a music genre rooted in UK urban communities.	Purpose of unit & links: This unit allows pupils to explore the question, "Why is Music used in Films". They will look at scenes from films with and without music and will explore the many reasons for music in films. They will learn to perform some famous leitmotifs and compose and improvise using mickeymousing techniques.	Purpose of unit & links: This unit allows pupils the opportunity to listen to and explore the drumming culture of West Africa. It links with Reggae music in Year 8 as it starts to introduce syncopated rhythms. It builds on prior learning of rhythm and rhythmic notation.	Purpose of unit & links: This unit links into the next unit in Year 8 (Reggae) it gives the pupils some knowledge of form and structure.
Subject knowledge: <ul style="list-style-type: none"> Identify instruments in the Baroque orchestra 	Subject Knowledge: <ul style="list-style-type: none"> Compose using multi-layered textures with contrast between sections 	Subject knowledge: <ul style="list-style-type: none"> Know why music is used in films. Improvise mickeymousing techniques Describe the timbre of instruments and explain why a composer has chosen that particular timbre. 	Subject knowledge: <ul style="list-style-type: none"> Djembe performance techniques - bass, tone, slap 	Subject knowledge: <ul style="list-style-type: none"> Recognise popular song (verse/chorus) structure

<ul style="list-style-type: none"> Identify how Baroque composers use dynamics. Explain ritornello form Compose melodies 	<ul style="list-style-type: none"> Create music in a specific genre (e.g. EDM, hip-hop, film score) using stylistic elements Apply advanced structural forms (e.g., verse–chorus–bridge, AABA) Manipulate audio and MIDI using pitch, velocity, and automation tools Use digital mixing techniques to balance tracks (EQ, volume levels, panning) Develop thematic material across a composition (motifs, variations) Critically evaluate their own and others' music using musical vocabulary Export polished digital compositions for performance or digital showcasing 	<ul style="list-style-type: none"> Identify orchestral instruments and their families when listening Identify period instruments when listening and describe their timbre (e.g. harpsichord from Baroque era) 	<ul style="list-style-type: none"> Ostinato Syncopation Call and Response Note durations - dots and tied notes 	<ul style="list-style-type: none"> Read from lead sheets Play triads using the left hand on a keyboard Compose chord sequences for a song
<p>Coherence: Builds on work from Romantic music and puts music into an historical context. It also feeds into Year 8 work on Classical Music.</p> <p>Communication: Pupils explore how Baroque music tells a story e.g. The Four Seasons.</p> <p>Creativity: Pupils have the opportunity to compose in the style of a Baroque composer.</p> <p>Compassion: Pupils work together to refine and improve work. They will work on methods of giving constructive criticism.</p> <p>Community: Pupils explore Baroque music and listen to</p>	<p>Coherence: Builds on composition skills from year 5 and 6. It is building towards an independent project in Year 8.</p> <p>Communication: Pupils use music to express personal and cultural identity, learning how Grime artists communicate through beats, lyrics and sound choices.</p> <p>Creativity: Pupils create their own grime track making choices that reflect their artistic voice.</p> <p>Compassion: Pupils collaborate, share ideas and support each other. They reflect in the importance of valuing different perspectives in musical creation.</p>	<p>Coherence: This work builds on all the historical work covered so far and also revisits some of the work from Year 6 opera unit on leitmotifs.</p> <p>Communication: How do film composers create emotion in their work? Thinking about the interrelated dimensions of music.</p> <p>Creativity: Pupils have opportunities to compose and improvise using mickeymousing techniques.</p> <p>Community: Exploring music of different composers and film genres.</p>	<p>Coherence: This work builds on the rhythmic work from film music and links into the syncopated work on Reggae.</p> <p>Communication: Pupils have opportunities to discuss and question what they are learning, how it is relevant and discuss and respond to ideas and information.</p> <p>Creativity: Pupils will create their cyclic patterns and rhythms.</p> <p>Community: Pupils will explore drumming techniques from West Africa and the cultures and traditions associated with it.</p>	<p>Coherence: This work follows directly into Year 8 Reggae which builds on a lot of the learning in this unit. It also allows pupils opportunities for performance on keyboards, ukuleles and voice.</p> <p>Communication: Pupils have opportunities to discuss and question what they are learning, how it is relevant and discuss and respond to ideas and information.</p> <p>Creativity: Pupils will create their own arrangements of popular songs.</p>

<p>music from different times and places, putting Baroque music into historical context.</p> <p>Diversity Links: In Music we will mark Black History Month which highlights the work of Black composers, performers and arrangers. We will listen to music in our lessons by Black musicians and will learn to sing songs in singing assemblies linked to BHM. In addition, we will highlight the work of LGBTQ musicians and composers this will include listening to and learning about Lully.</p>	<p>Community: Grime is explored as a powerful form of community expression rooting in UK urban culture.</p> <p>Diversity: Pupils engage with Grime's origins in Black British music culture.</p>			
<p>Disciplinary literacy skills: Key Words: Baroque, ritornello, Vivaldi, Bach, Pachelbel, Ground Bass, Dynamics, binary, homophonic, polyphonic, melody, counter melody, terraced dynamics, harpsichord, Baroque Orchestra</p>		<p>Disciplinary literacy skills: Key words and concepts: Leitmotif, Soundtrack, Theme Song, Mickey-Mousing, Concord/Discord, (Chromatic) Sequencing, Storyboard, 'Borrowed' Music, Click Tracks/Timing, Theme, Sound Effects, Motif, Timbre/Sonority, Musical Clichés, Diegetic and Non-Diegetic Music.</p>	<p>Disciplinary literacy skills: Key words and concepts: Djembe, bass, tone, slap, improvisation, texture, cyclic, polyrhythm, master drummer, ostinato, syncopation, call and response</p>	<p>Disciplinary literacy skills: Key words and concepts: Popular Song Structure: Introduction (intro), Verse(s), Strophic, Link, PreChorus, Chorus, Bridge/Middle 8, Coda (outro); Lyrics, Hook, Riff, Melody, Counter-Melody, Texture, Chords, Accompaniment, Bass Line, Lead Sheet, Arrangement, Cover Version, Melodic Motion: Conjunct, Disjunct, Range; Instruments, Timbres and Sonorities in Songs.</p>

Year 8					T r a n s i t i o n
Autumn 8 weeks - 7 weeks		Spring 6 weeks - 6 weeks		Summer 5 weeks - 7 weeks	
Topic: 12 Bar Blues	Topic: Composing Using Technology 4	Topic: Samba	Topic: Classical Music	Topic: Reggae	
Overview: The 12-Bar Blues chord pattern is the starting point for this unit which explores chords, I, IV and V, seventh chords and Walking Bass lines. An adapted version of In the Mood provides a case study of the 12-bar blues.	Overview: Pupils will compose an original piece. Students will explore sampling, found sound, drum programming, and melodic composition using Charanga's YuStudio. Through guided exploration of effects such as automation, delay, filtering, and EQ, students will enhance the expressive impact of their work. The project culminates in a fully mixed and mastered digital track accompanied by an artistic statement, demonstrating their ability to justify creative decisions using musical and technical vocabulary.	Overview: This unit introduces the polyrhythmic style of Latin-American Samba. Pupils experience performing together as a class. The unit is based around Samba de Janiero allowing pupils to explore structure, timbre, syncopation and improvisation.	Overview: This is an opportunity for pupils to explore Classical music and the instruments of the Classical orchestra. They will use their performance skills on keyboard from the previous unit to perform melodies and bass parts from famous Classical music. They will compose simple Classical melodies.	Overview: Pupils discover the history and origins of Reggae as well as its features. They do this through building a performance of Three Little Birds in layers from chords, syncopated chords, bass riff, hooks, lyrics and melody while thinking about the structure of the song.	
Purpose of unit & links: This unit gives pupils knowledge of chords and chord sequences. They will explore how chords are formed and it allows pupils to develop their performance on keyboards using chords and melody simultaneously.	Purpose of unit & links: It gives pupils the opportunity to apply their knowledge in a creative, independent project that combines stylistic awareness with technical skill. Pupils will deepen their understanding of how music is structured, produced, and enhanced through effects. It also strengthens skills in critical listening, self-evaluation, and artistic communication.	Purpose of unit & links: This unit builds on work completed within West African drumming, allowing pupils the opportunity to refine polyrhythmic performances and syncopation.	Purpose of unit & links: This unit builds on the work completed in year 6 on Romantic music, Year 7 on Baroque Music and means that the pupils have a clear overview of music from 1600 -1900 including key composers, styles of writing, key works and instrumentation.	Purpose of unit & links: This unit allows pupils to build on their performance skills developed in Year 7 to create a whole class performance of Three Little Birds.	
Subject knowledge: <ul style="list-style-type: none"> Know the features of 12-bar blues 	Subject Knowledge: <ul style="list-style-type: none"> Plan and develop an extended music project from concept 	Subject knowledge: <ul style="list-style-type: none"> Understand the origins and culture of Samba. 	Subject knowledge: <ul style="list-style-type: none"> Compose a bass line 	Subject knowledge: <ul style="list-style-type: none"> Know the features of Reggae music 	

<ul style="list-style-type: none"> • Perform a class blues performance. • Improvise over the Blues Scale • Know, recognise and perform chords 1, 17, IV, IV7, V, V7 	<ul style="list-style-type: none"> • to completion • Incorporate found sounds, samples, and audio recordings creatively • Apply advanced effects (e.g., automation, filtering, delay) to enhance expression • Experiment with cross-genre techniques or fusion of musical styles • Use the mixer and mastering tools to produce a balanced final track • Justify creative decisions using musical and technical terminology • Adapt music in response to peer and self-evaluation • Present and reflect on their digital music project as an artistic statement 	<ul style="list-style-type: none"> • Be able to name and identify different instruments used in Samba • Know the structure of Samba music and how the Groove is interspersed with other sections within Samba. 	<ul style="list-style-type: none"> • Notate compositions in musical notation software • Compose in rondo form • Read and play from treble and stave clef simultaneously • Use Italian words for dynamics and changes in dynamics • Recognise features of Classical Music. 	<ul style="list-style-type: none"> • Identify instruments when listening including instruments from different historical eras, other countries and those used in rock and pop. • Compose a rhythmic or chordal accompaniment 	
<p>Coherence: This unit rounds builds on the keyboard work pupils have done previously and starts to encourage children to play using two hands on the keyboard.</p> <p>Communication: Pupils will explore how music and lyrics were used as a means of communication and the reasons for the creation of the music.</p>	<p>Coherence: This unit builds on pupils' prior experience with beat-making, sampling, and sequencing in YuStudio.</p> <p>Communication: Pupils explore how Hip Hop and other musical styles express identity, tell stories, and reflect social and cultural issues. Through their artistic statements and musical choices, pupils learn to communicate ideas, emotions,</p>	<p>Coherence: Pupils build on links with West African music and Reggae which both contain syncopation as a feature.</p> <p>Communication: Pupils rely on methods other than spoken communication to perform effectively as a group.</p> <p>Creativity: Pupils are given the opportunity to create rhythms and improvise as creatively as they wish.</p>	<p>Coherence: This unit builds upon the work on Romantic music (Year 6) and Baroque Music (Year 7) to give the pupils a greater understanding of the musical timeline and great composers.</p> <p>Communication: Pupils will look at why composers have chosen particular dimensions of music and what message this gives to the listener.</p>	<p>Coherence: Pupils will use the knowledge and skills used from the last unit in Year 7, What Makes a Good Song to explore the structure and layers of Reggae music.</p> <p>Communication: Pupils will look at the Jamaican Patois dialect in Reggae lyrics.</p> <p>Creativity: Pupils will use their knowledge of structure and layers in Reggae to build their own performance of Three Little Birds</p> <p>Compassion: Pupils will look at the lyrics of Reggae songs and explore them in their context. They will look at the living conditions in the ghettos and how this impacts the music.</p>	

<p>Creativity: Pupils will have opportunities to improvise and compose using the blues scale.</p> <p>Compassion: This unit gives pupils the opportunity to explore the influences on jazz and blues - the need to express personal and cultural expression and to create an identify through music. Pupils explore the lives of those creating the music to understand the context.</p>	<p>and messages.</p> <p>Creativity: Pupils are encouraged to create an original composition by fusing Hip Hop with another genre of their choice. They will experiment with sound sources, musical styles, and effects to produce a unique digital track.</p> <p>Compassion: This unit invites pupils to consider the cultural origins and social context of Hip Hop, as well as the genres they choose to fuse. Through listening and research, pupils reflect on how music can respond to personal and collective experiences.</p> <p>Collaboration: Although projects are individual, peer feedback is integral to the creative process. Pupils evaluate and support each other's work constructively, adapting their projects in response to reflection and critique.</p> <p>Diversity Links: Pupils looks at Hip Hop as a global genre rooted in the African American experiences, with strong connections to protest, social commentary and youth expression</p>	<p>Community: Pupils will be aware of the culture surrounding Samba. Pupils will participate, if possible, in the Tynemouth Festival as a Samba band for enrichment.</p>	<p>Creativity: Pupils will be composing their own classical melodies in rondo form.</p> <p>Community: Understand musical traditions of the Classical era. Put the music into historical context.</p>	<p>Community: This unit allows pupils to explore a genre from another culture and allows them the opportunity to look at the cultural inspiration for the music. It has opportunities to explore the Rastafarian faith.</p> <p>Diversity Links: In Music we will mark Black History Month which highlights the work of Black composers, performers and arrangers. We will listen to music in our lessons by Black musicians and will learn to sing songs in singing assemblies linked to BHM. In addition, we will highlight the work of LGBTQ musicians and composers. This term we will look at the work of Stop Murder Music which is a campaign against Caribbean artists who produce music promoting violence against people belonging to LGBTQ groups.</p>	
<p>Disciplinary literacy skills: 12-Bar Blues, Blues Chord Sequence, Blues Song Structure (AAB) Blues Scale, Blues Song Lyrics; Chords and Seventh Chords I, I7, IV, IV7, V & V7; Chord Vamps; Improvisation;</p>	<p>Disciplinary literacy skills: Digital Audio Workstation, Genre Fusion, Sampling, Sequencing, Structurem Effects, Reverb Delay, Mixing, Mastering, Hooks, Loops,</p>	<p>Disciplinary literacy skills: Call and response, cyclic rhythm, improvisation, ostinato, percussion, polyrhythm, pulse, rhythm, syncopation, intro, groove, break, mid-section, coda, surdo, repinique,</p>	<p>Disciplinary literacy skills: Classical, rondo, theme and variations, balance, binary, ternary, orchestra, piano, clarinet, dynamics, crescendo, diminuendo, Beethoven,</p>	<p>Disciplinary literacy skills: Reggae, Mento, Ska, Rock Steady, Rastafarianism, Lyrics, Offbeat, Strong Beats, Weak Beats, Syncopation, Riffs, Simple Harmonies: Primary Triads (Tonic, Dominant and Subdominant Chords), Textural Layers, Chords, Call and Response.</p>	

Swing/Swung Rhythms; Ostinato, Riffs, Fills and Solos; Types and Styles of Jazz; Modes and Modal Jazz; Ragtime; Instruments of Jazz: Frontline (Solos) and Rhythm Section.	Tempo, BPM	tamborim, chocado, reco-reco, apito, agogo, bella, caixa de guerro	Mozart, Haydn, symphony, alberti bass,		
---	------------	--	---	--	--