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|  |  |  |  |  |  |  |  | HT6: Band Skills   |
|  |  |  |  |  |  |  |  | Overarching unit intent:   |
|  |  |  |  |  |  |  |  | HT5: British Rock  |
|  |  |  |  |  |  |  |  | Overarching unit intent:   |
|  |  |  |  |  |  |  |  | HT4: Song Writing/Music Technology   |
|  |  |  |  |  |  |  |  | Overarching unit intent:   |
|  |  |  |  |  |  |  |  | HT3: Pop Music   |
|  |  |  |  |  |  |  |  | Overarching unit intent:   |
|  |  |  |  |  |  |  |  | HT2: Reggae  |
|  |  |  |  |  |  |  |  | Overarching unit intent:   |
|  |  |  |  |  |  |  |  | HT1: The Blues   |
|  |  |  |  |  |  |  |  | Overarching unit intent:   |
| Describe the origins of Blues Music  | Play a melody and bass line from a Reggae song             | <b>HT1 &amp; HT2</b><br><b>Key disciplinary knowledge</b><br><b>12 Bar Blues</b><br><b>Rhythm</b><br><b>Improvisation</b><br><b>Syncopation</b><br><b>Scale</b><br><b>Off-Beat</b><br><b>Melody</b><br><b>Bass Line</b>  | Play a melody from a popular song                  | Compose a piece of music using techniques learned in the previous topic. | HT3 and HT4 (with elements of HT1 and HT2)<br><b>Key disciplinary knowledge</b><br><b>Rhythm</b><br><b>Improvisation</b><br><b>Syncopation</b><br><b>Dynamics</b><br><b>Texture</b><br><b>Pitch</b><br><b>Duration</b><br><b>Inverted Chords</b><br><b>Verse</b><br><b>Chorus</b><br><b>Bridge</b><br><b>Garage Band</b><br><b>Quantisation</b><br><b>Midi</b> | Learn about how British music has influenced other styles  | Learn the key skills of performing as an ensemble                      | <b>HT1 – HT6</b><br><br><b>Key Stage 3 National Curriculum Aims</b> <ul style="list-style-type: none"> <li>play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</li> <li>Learn to compose music, improvise, extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</li> <li>use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</li> <li>identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</li> </ul> |
| Describe key features of blues music using musical vocabulary              | Learn the features and contexts of Reggae music            | <b>Assessment Programme:</b><br>Weekly class performances throughout the topic to assess work<br>Individual performances at the end of each lesson with pupil feedback and terminology reminders.<br>Regular written analysis of classical music. Teacher/self assessed. | Learn a chord sequence of a popular song           | Learn how certain chords work well well played together                  | <b>Rhythm</b><br><b>Improvisation</b><br><b>Syncopation</b><br><b>Dynamics</b><br><b>Texture</b><br><b>Pitch</b><br><b>Duration</b><br><b>Inverted Chords</b><br><b>Verse</b><br><b>Chorus</b><br><b>Bridge</b><br><b>Garage Band</b><br><b>Quantisation</b><br><b>Midi</b>  | Learn about how British bands have become popular overseas | Perform a part in a band   |  |
| Improvise using the notes of the blues scale                               | Recognise the instruments in Reggae music                  | <b>Assessment Programme:</b><br>Weekly class performances throughout the topic to assess work  | Learn how riffs are used in popular music          | Compose a chord sequence, bass line, melody and drum part.               | <b>Assessment Programme:</b><br>Weekly class performances throughout the topic to assess work  | Learn to perform a song by a British band                  | Learn how to lead a band   |  |
| Perform a 12 bar blues piece   | Arrange an ensemble performance of a Reggae song           | <b>Assessment Programme:</b><br>Weekly class performances throughout the topic to assess work  | Perform two parts of a song in time with a partner | Improve understanding of how to compose within a given style.            | <b>Assessment Programme:</b><br>Weekly class performances throughout the topic to assess work  | Perform a song that uses sharps and flats                  | Play either guitar ,drums ,ukulele ,bass, keyboard or voice in a group |  |
| Improvise using the blues scale with a range of rhythmic ideas and phrases | Learn how to give constructive feedback to other musicians | <b>Final Assessment:</b><br>Regular written analysis of classical music. Teacher/self assessed.  | Add rhythm or arpeggio to a chord sequence         |  | <b>Final Assessment:</b><br>Individual performances at the end of each lesson with pupil feedback and terminology reminders.<br>Regular written analysis of classical music. Teacher/self assessed.  | Perform a Beatles or Oasis song as an ensemble             | Improve rhythm and timing when performing with others.                 |  |
|  |  | <b>Final Assessment:</b><br>Regular written analysis of classical music. Teacher/self assessed.  | Learn how popular songs are structured             |  | <b>Final Assessment:</b><br>Individual performances at the end of each lesson with pupil feedback and terminology reminders.<br>Regular written analysis of classical music. Teacher/self assessed.  | Perform a Beatles or Oasis song as an ensemble             | Learn how to give critical feedback to other groups                    |  |
|  |  | <b>Final Assessment:</b><br>Regular written analysis of classical music. Teacher/self assessed.  | Learn the key traits of popular music              |  | <b>Final Assessment:</b><br>Individual performances at the end of each lesson with pupil feedback and terminology reminders.<br>Regular written analysis of classical music. Teacher/self assessed.  | Lead an ensemble performance                               |  |  |



# ST JAMES'

CATHOLIC HIGH SCHOOL

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|  |  | <p>Keyboard: Paired performance with written pupil/teacher feedback</p> <p>High ability classes will also be given the chance to be assessed on a group performance of the song.</p> |  |  | <p>Pop Music: Keyboard: Paired performance with written pupil/teacher feedback</p> <p>Composition: A submission of a recorded piece of composed music in a chosen style. Teacher feedback will be given as well as peer assessment throughout the topic.</p> |  |  | <ul style="list-style-type: none"><li>listen with increasing discrimination to a wide range of music from great composers and musicians</li><li>develop a deepening understanding of the music that they perform and to which they listen, and its history.</li></ul> <p><b>Final Assessment:</b></p> <p>Pupils will be given an overall assessment of the year based on their performance in each topic, their written responses to theoretical questions and their ability to use the correct musical terminology.</p> |
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