

Calendar	Topic	Assessment	Sequencing and Coherence <i>concepts - themes - skills</i>	Literacy <i>reading - vocabulary - oracy - writing</i>
<b>Autumn Half Term 1</b>	<p><b>Hip Hop and Sampling</b> Develop an understanding of how to use loops/samples to create a piece of music in BandLab for Education. Developing understanding of Form and Structure.</p>	<p><b>Formative:</b> Key words test; Peer/self-assessment of DAW tasks.  <b>Summative:</b> Hip hop/sample-based composition using BandLab.</p>	<p><b>Declarative knowledge:</b> Understand key concepts like sampling, FX, beat-matching, form &amp; structure, harmony, tonality.  <b>Procedural knowledge:</b> Use a DAW to manipulate loops, samples, apply FX and automation. Structure a composition in hip hop style.  <b>Disciplinary knowledge:</b> Explore the stylistic elements of hip hop; develop compositional and music production skills. Build on Year 8 DAW and theory knowledge.</p>	<p><b>Vocabulary:</b> FX, sampling, beat-matching, form, structure, automation.  Challenging reading task set on Teams. <b>Oracy:</b> Talk tactics for peer feedback and plenaries.  <b>Writing:</b> Key words test and project reflections.</p>
<b>Autumn Half Term 2</b>	<p><b>Solo Performance</b> Continuing the development of guitar, bass, ukulele, percussion and voice skills. Working together in an ensemble. Pupils do one musical futures style workshop, one vocal workshop and then select their main instrument and complete an initial skills audit.</p>	<p>Formative: Teacher observation, mini key words tests. Summative: Ensemble pop performance; Skills audit (initial and final).</p>	<p><b>Declarative knowledge:</b> Understand terms such as chord, progression, melody, rhythm, riff, and instrumental technique.  <b>Procedural knowledge:</b> Develop performance techniques on chosen instrument; complete a skills audit; participate in ensemble work.  <b>Disciplinary knowledge:</b> Reflective practice, goal-setting, and monitoring musical development through practice diaries. Links to Band Skills 1 &amp; 2 foundation.</p>	<p>Vocabulary: Chord, progression, riff, technique. Oracy: Frequent peer feedback discussions using talk tactics. Writing: Practice diary and self-assessment via skills audit.</p>

<b>Spring Half Term 3</b>	<b>(Horror) Film Music – Securing DAW skills</b>  Diegesis, Foley, Mickey-Mousing, Dissonance/Consonance, Atonal, Leitmotif	<b>Formative assessment:</b>  Pupils complete and submit short projects each lesson which will be reviewed by teacher. Some using instruments, some using DAW.  Practice written commentaries in class.  <b>Summative assessment:</b>  Pupils produce a final Film Music composition in pairs to fit a brief/ story board, demonstrating confident DAW use and an understanding of key film music features. Pupils will narrate their story over the top. Teacher assessed.	Music technology/ production  Music creation and music theory.  Music in culture, styles & genre.  This unit functions as both an introduction to a topic studied at KS4, and the final KS3 assessment which incorporates pupil use of a DAW. Pupils will be encouraged to combine the use of musical instruments, DAW samples/loops and their voice to create a final performance of a scene from an original horror film.  <b>Declarative knowledge</b> – Knowing where different functions are on BandLab, learning key features of Film Music, learning music technology terminology.  <b>Procedural knowledge</b> – Knowing how to use a digital audio workstation. Knowing how to write a compositional commentary.  <b>Disciplinary knowledge</b> – Analysing existing Film music and using this to influence own work.	Pupils to learn and explore unit specific terminology (Diagesis, Foley, Mickey Mousing, Dissonance/Consonance, Atonal music, Leitmotif)  Pupils to continue to practise oracy/talk tactics with the new vocabulary in terms of film music  Pupils to practice writing a commentary using PEEL structure and writing frames. Commentary must include confident and accurate use of key terminology.
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<b>Spring Half Term 4</b>	<b>Global Music Cultures: Final appraisal project</b>  Listening to and appraising music, research and presentation project	<b>Formative assessment:</b> Peer and tutor milestone feedback and assessment.  <b>Summative assessment:</b> Presentation of findings on selected global music tradition.	<b>Declarative knowledge:</b> Understand musical features of world music (e.g. African polyrhythms, Indian raga/tala, Indonesian gamelan, Latin rhythms).  <b>Procedural knowledge:</b> Conduct research, analyse music, summarise features, and deliver oral presentation using media.  <b>Disciplinary knowledge:</b> Make cross-cultural musical comparisons; reflect on how music functions within its cultural and social context. Builds cultural breadth ahead of KS4 music context studies.	Pupils to cover key vocabulary such as Raga, tala, gamelan, heterophony, pentatonic, polyrhythm.  Pupils to research materials using keyword glossaries.  Oracy: Present findings; respond to audience questions. Writing: Summarise and compare musical traditions.
<b>Summer Half Term 5</b>	<b>Working to a Brief (Practical)</b>  Listening to and appraising music, research and presentation project	<b>Formative:</b> Teacher feedback on drafts and project log.  <b>Summative:</b> Completed music product in response to KS4-style brief.	<b>Declarative knowledge:</b> Understand key concepts such as audience, purpose, genre expectations, job roles, and brief interpretation.  <b>Procedural knowledge:</b> Plan, develop, and execute a music project using DAW, live instruments or both. Use progress logs to manage workflow.  <b>Disciplinary knowledge:</b> Work creatively within constraints. Reflect and revise work in light of feedback. Prepares students for BTEC Music or similar qualifications.	Vocabulary covered will include: Brief, client, deadline, production, feedback.  Oracy: Collaborative project work, presentation