



This year in Music we will be learning:		This links to:	Key Vocabulary:	
1	Component 3: Listening and Appraising-Music for Stage and Screen - How film and stage composers use the elements of music to create a sense of atmosphere to a score. - How leitmotifs can be used to provide personality to a character. - How can a film composer change the mood of a scene effectively - Explore the differences how the music for stage and screen can differ.	Students will have studied the 'Film Music' unit in year 9 where they discovered how to compose music for a James Bond Trailer. They have basic knowledge on how composers create specific atmospheres in their soundtracks. Students looked at diegetic and non-diegetic music, in addition to soundtracks and underscores. In year 8, students explored the silent movie era and the role in which an orchestra/pit band has. Students have also explored how composers create melodies through pop music, film music, blues music and the nationalist and programme music scheme.	Defying Gravity Leitmotif Metrical Shifting, Bitonal, Augmented Chord, Tremolando/ Tremolo, Colla Voce, Bare fifth, Circle of fifths, Polytonal chords, vocalisation, word painting, homophonic, Verse, chorus, coda, bridge, reprise, overdrive	Star Wars Diegetic Music, Background music, Underscore, Cue, Fanfare, Added sixth chord, Compound interval. Ostinato, Rit./ritardando, Neapolitan chord, Quartal harmony, Ostinato
	Component 3: Listening and Appraising-Vocal Music - How music technology can be used to enhance a song. - Explore music of the 70s and the role that rock played. - Who are Queen and how have they become so successful with the experimental techniques. - What are the main musical features of the baroque period. - What vocal techniques can be used to support the lyrics. - What are the typical characteristics of Purcell.		Killer Queen Modulations, Dissonance, Pedal point, Inversion chords, Extended chords, Altered chords, 7th chords, Compound quadruple, Anacrusis, Syncopation, Triplet, Syllabic, Conjunct, Leaps, Portamento, Flanger, Panning	Music for a While Incidental music, Aria, Continuo Harpsichord, Ground bass, Bass Viol, Chromaticism, Diatonic, Dissonances, Homophony, Counterpoint, Baroque, Semitones, Syllabic, Melisma, Word Painting
3	Component 3: Listening and Appraising-Fusions - How can two styles of music be fused together. - What are the musical features of samba and jazz and how do they combine to create boss nova. - What virtuosic features are used that are typical of jazz music.	Students discovered about Latin American musical styles in year 9 and have a basic knowledge of how the elements of music are in each. Students are aware of Latin American dance styles and rhythms. Students have also analysed African fusion music in year 8 in addition to Indian fusion music in Y7 where key vocabulary can be crossed over through the different styles.	Samba Em Preludio Bossa Nova, Diminished, Flat 5th 9ths, 11ths and 13ths, Chord progressions, Descending chromatic movement, Chord Extensions, Monophonic, Rubato, Virtuoso, Augmentation, Cross-Rhythm, Diminished chord, Double stopping, Extended chord, Flattened fifth, Samba, Jazz	
4	'Component 3: Listening and Appraising-Instrumental Music - The main musical features of the Baroque era and how they were developed. - Identify what a concerto grosso is and what role each instrument would play. - The musical characteristics of Bach.	Students analysed 'Music for a While' earlier this year and are aware of some of the baroque musical features. They have explored instrumentation, melody, structure and harmony in great depth and can use this knowledge to support their learning of the Brandenburg Concerto. Students explored nationalist and programme music in Y8 and how composers display their intentions through music..	Brandenburg Concerto Perfect cadence, Concertos, Continuo, Virtuoso, Concertino, Terraced dynamics, Relative minor, Inverted chords, Polyphonic/contrapuntal, Fugal, 4-part Counterpoint, Stretto, Fugue subject, Ternary, Concerto Grosso, Basso continuo, Ripieno, Gigue, Compound Duple.	
5	Component 1: Performance - How to perform with confidence using a range of performance skills. - How to perform in an ensemble effectively. - Learn new performance skills to progress as a musician.	Students have been completing performance work throughout KS3 including keyboard skills and vocal skills. Students may also be taking individual lessons in their instrument which support their performance skills further.		
6	Component 2:Composition - How to compose a melody for a heroic character. - How harmony can be used effectively to support a melodic line. - Composing theme and variations to develop your melody line. - Exploring textures and instrumentation to enhance a composition. - Using the elements of music effectively sophisticatedly to suit a specific style.	Students have been completing composition work throughout KS3 including composing Pop Music using a typical pop structure and creating a fanfare/march melodic line in year 9, . Students have also completed elements of improvisation in blues music which supports with melodic writing.	Melody, Harmony, Texture, Tempo, Sonority, Dynamics, Rhythm, Instrumentation, Structure, Tonality	
Target Grade:		AP1:	AP2:	AP3: