



Music: Curriculum Overview

Year 7

Half Term	Topic studied	What will I learn?	How will I be assessed?
Year 7 Autumn 1	Let's Get Playing	A fantastic bridging unit aimed to get students performing quickly. Students develop their musical skills through solo, paired, small group, and whole-class activities. They focus on singing, keyboard, and ukulele, building confidence, coordination, and ensemble awareness. Through rehearsals and performances, students refine their technique, timing, and expression while working collaboratively to create engaging musical performances.	A performance assessment on the keyboard of Shotgun
Year 7 Autumn 2	Musical Colours (Chords)	In this topic on chords, students explore the use of major and minor chords to create harmony in music. They learn about primary and secondary chords, how they are constructed, and how they are used in different musical contexts. Through listening, analysis, and practical activities, students develop their ability to recognise and play chords, applying them in their own performances and compositions	A listening assessment based on musical elements A composition using major and minor chords
Year 7 Spring 1	Descriptive Music	A fantastic bridging unit aimed to get students performing quickly. Students develop their musical skills through solo, paired, small group, and whole-class activities. They focus on singing, keyboard, and ukulele, building confidence, coordination, and ensemble awareness. Through rehearsals and performances, students refine their technique, timing, and expression while working collaboratively to create engaging musical performances.	A composition about spaced influenced by Holst and other romantic composers. A listening assessment on a piece of descriptive music
Year 7 Spring 2	Music and Dance	Students explore how music is composed to accompany movement, focusing on the waltz and disco. They study the elegant three-beat patterns of the waltz, analysing works by composers such as Johann Strauss II, and compare them to the driving four-beat rhythms of disco, including influences from artists like Gloria Gaynor. Students also learn about the contributions of female composers such as Emilie Mayer, who wrote waltzes in the Romantic era. Through listening, performance, and composition activities, they develop an understanding of how rhythm, tempo, and harmony create music that inspires dance.	A disco performance assessment in groups

<p>Year 7 Summer 1</p>	<p>Bhangra</p>	<p>In this topic on Bhangra, students explore the vibrant fusion of traditional Punjabi folk music and modern Western influences. They learn about the key musical features of Bhangra, including its energetic rhythms, syncopated dhol drum patterns, catchy melodies, and use of technology such as sampling and remixing. Through listening and analysis, students identify these elements in classic and contemporary Bhangra tracks. They also develop their performance skills by playing Bhangra rhythms on percussion instruments and singing or playing melodic 4 lines similar to that of a Tumbi. Finally, students apply their knowledge in composition tasks, creating their own Bhangra-inspired pieces using traditional and modern techniques.</p>	<p>A group composition task A listening activity based on a piece of Bhangra music and looking at the context of the music.</p>
<p>Year 7 Summer 2</p>	<p>Samba</p>	<p>In this Samba topic, students explore the energetic rhythms of Brazilian carnival music through whole-class percussion ensembles. They develop performance skills, learning to play interlocking rhythms with accuracy and control. Students create their own rhythms, improvise within a structure, and learn how Samba music uses call and response, texture, and dynamics. They listen to traditional Samba pieces, identifying key instruments and features, and learn about its cultural origins and social purpose. This unit supports the national curriculum by developing students' ability to perform, compose, listen critically, and understand music from diverse traditions and historical contexts.</p>	<p>A group performance of a Samba piece.</p>



Music Curriculum Overview

Year 8

Half Term	Topic studied	What will I learn?	How will I be assessed?
Year 8 Autumn 1	Music for the Screen	Students explore how music enhances visual storytelling in film, TV, and video games. They learn about key techniques such as diegetic and non-diegetic music, as well as Mickey Mousing. Through studying the work of composers like John Williams, they analyse how themes, orchestration, and leitmotifs create mood and character. Students also have the opportunity to compose their own film music, using sequencing software to score a film clip, applying their knowledge of cinematic techniques to create an effective soundtrack.	A listening activity based on a piece of film music and referring to musical elements. A horror composition task on Bandlab
Year 8 Autumn 2	African Drumming	Students will study African drumming with a focus on the djembe and will learn about its history, construction, and playing techniques. They'll explore traditional rhythms, cultural significance, and participate in group performances to appreciate the communal aspect of drumming. Students will also have the opportunity to compose an African Fusion composition using BandLab	A group performance task on the Djembes
Year 8 Spring 1	The Blues	Students will explore the origins and history of the blues genre, which originated in the African American communities in the Deep South of the United States in the late 19th and early 20th centuries. They study the key characteristics of blues music, such as the 12-bar blues structure, call-and-response patterns, and the use of blue notes. Students will perform Blues compositions in small groups and also compose their own blues songs using BandLab and writing their own AAB lyrics. Students learn how to compose their own loops using the sequencer pencil tool	A 12 bar blues composition task
Year 8 Spring 2	Reggae	Students explore the genre's origins in Jamaica, its cultural significance and musical features. Focusing on Bob Marley, students learn about his influential music, his role in popularising reggae worldwide, and his messages of peace, love, and social justice, including human rights advocacy.	A group performance of Buffalo soldier EoY Listening Assessment based on Film, African Drumming, Blues and Reggae.

		They will also complete group performances of "Buffalo Soldier."	
Year 8 Summer 1	Mash-up	Students blend different songs, genres, and styles to create unique live performance mash-ups. They also use Bandlab to mix and edit tracks, enhancing their creativity and technical skills. Students analyse and identify similarities in songs such as shared chord sequences which allow students to experiment and produce seamless and engaging mash-ups.	A group mash-up performance A listening activity based on a mash-up of two songs looking at why they fit together well.
Year 8 Summer 2	Song-Writing/Musical Futures	In this topic students learn to compose their own songs by exploring musical elements such as melody, harmony, rhythm, and lyrics. They study various songwriting techniques and structures, analyse famous songs to understand what makes them effective, and experiment with their own creativity. The focus is on developing their musical skills, understanding the creative process, and expressing themselves through original compositions. Students learn more advanced techniques on Bandlab including use of effects and automation.	A group performance task