



| Topic                | Learning Objectives   | Key Vocabulary   | Learning Sequence   | Linked Learning  | Home Learning                    |
|----------------------|---|--|---|--|----------------------------------|
| <b>Blues Music</b>   | <p>To understand the various musical features associated with Blues music</p> <p>To explore how Blues music has developed over time</p> | Pentatonic<br>Blue Notes<br>12 Bar Blues<br>7th Chords<br>Improvisation<br>Call & Response | <p>Exploring the history associated with Blues Music</p> <p>Identifying the key features of Blues music</p> <p>Performing a Blues inspired composition that makes use of the studied features</p> <p>Performing I Need A Dollar</p> | <p><b>Prerequisites:</b></p> <p>Rock Music</p> <p><b>What comes next:</b></p> <p>Popular Music</p>     | Practical assessment preparation |
| <b>Popular Music</b> | <p>To understand the various musical features associated with Pop music</p> <p>To explore how Pop music has developed over time</p>     | Strophic<br>Verse<br>Bridge<br>Middle 8<br>Chorus<br>Instrumentation<br>Chord Sequence     | <p>Exploring the history associated with Pop Music</p> <p>Identifying the key features of Pop music</p> <p>Completing a presentation about a pop artist</p> <p>Performing a researched piece of music</p>                           | <p><b>Prerequisites:</b></p> <p>Blues Music</p> <p><b>What comes next:</b></p> <p>Music Technology</p> | Practical assessment preparation |



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|-------------------------|---|---|--|---|---|
| <b>Music Technology</b> | <p>To understand the various musical features associated with traditional sequenced music</p> <p>To explore Garageband on the iMacs</p>   | <p>DAW Software</p> <p>Region</p> <p>Automation</p> <p>Effects</p> <p>Reverb</p> <p>Fader</p> <p>MIDI</p> | <p>Exploring the functionality of Garageband</p> <p>Identifying the key features of contemporary sequencing</p> <p>Compose an original piece of music that makes use of audio and MIDI</p> | <p><b>Prerequisites:</b></p> <p>Popular Music unit</p> <p><b>What comes next:</b></p> <p>Reggae Music</p>       | <p>Practical assessment preparation</p> |
| <b>Reggae Music</b>     | <p>To understand the various musical features associated with Reggae music</p> <p>To explore how Reggae music has developed over time</p> | <p>Bubble</p> <p>Skank</p> <p>Syncopation</p> <p>Bass</p> <p>Snare</p> <p>Rastafarianism</p>              | <p>Exploring the history associated with Reggae Music</p> <p>Identifying the key features of Reggae music</p> <p>Performing Bob Marley's 3 Little Birds or I Shot The Sheriff</p>          | <p><b>Prerequisites:</b></p> <p>Music Technology unit</p> <p><b>What comes next:</b></p> <p>Ensemble Skills</p> | <p>Practical assessment preparation</p> |



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| <b>Ensemble Skills</b>   | To work on a group performance of an independently researched piece of music  | Ensemble<br>Timing<br>Accuracy<br>Fluency<br>Technique | Students will be given access to various instruments and pieces of technology<br><br>They will have to perform a piece of music in a group (4-6)<br><br>The performance will contain piano, guitar, percussion and vocals | <b>Prerequisites:</b><br>Reggae Music<br><br><b>What comes next:</b><br>Patterns In Music                                | Practical assessment preparation |
| <b>Patterns In Music</b> | To explore how patterns are used in various styles of music<br><br>To understand how these patterns help structure a piece of music | Ostinato<br>Riff<br>Hook<br>Repetition                 | Exploring repetition in music<br><br>Identifying the difference types of repetition used<br><br>Looking at how structurally repetition is implemented   | <b>Prerequisites:</b><br>Ensemble Skills<br><br><b>What comes next:</b><br>GCSE Music or Music Technology (if opted for) | Practical assessment preparation |