

Music Long Term Plan Year 7



Year 7 Intent / End Point: By the end of Year 7 each learner will be familiar with C and G major and A minor learning how scales and primary chords are structured for performances and composition. They will identify texture, tonality, meter, rhythm, pitch and dynamics when describing music as well as reflecting on their own work. They will also be confident in singing and have a secure knowledge of Noteflight, the ukulele/guitar and keyboard.

	<u>HT1</u>	<u>HT2</u>	<u>HT3</u>	<u>HT4</u>	<u>HT5</u>	<u>HT6</u>	
<u>Unit title</u>	<u>Rhythm</u>	<u>Indian Classical Music</u>	<u>Major and Minor</u>	<u>The Music of Elgar Western classical music</u>	<u>Singing/ukulele</u>	<u>CHORDS</u>	
Principles that underpin your curriculum	Performing	<ul style="list-style-type: none"> Perform various rhythms in starter exercises using simple time signatures and semibreves, minims, crotchets, semiquavers, dotted notes 	<ul style="list-style-type: none"> Finding notes on the keyboards. Improvise using the rag, drone and tabla. 	<ul style="list-style-type: none"> Learn to find notes on the keyboards semitones/tones Play rhythmically simple melodies on keyboard instruments, following staff notation written on one stave in C major and/or A minor. 	<ul style="list-style-type: none"> Finding notes on the keyboards. Play a more complex melody using Pomp and Circumstance in the key of G major 	<ul style="list-style-type: none"> Reading from chord diagrams and tab. Performing primary chords 	<ul style="list-style-type: none"> Find out how major and minor chords are constructed through performance activities using primary chords in C major and/or A minor
	Composing	<ul style="list-style-type: none"> Brief: Compose a four bar rhythm using semibreves, minims, crotchets, semiquavers making use phrasing and using Noteflight 	<ul style="list-style-type: none"> Brief: Compose a drone with a rag with careful thought to structure and pulse as the rag goes through the different sections. 	<ul style="list-style-type: none"> Brief: Create melodic song-lines shaped by lyrics and/or harmonic intention. 	<ul style="list-style-type: none"> Brief: Make an arrangement of Pomp and Circumstance developing the bass line using the root note of the chords. 	<ul style="list-style-type: none"> Brief: Improvisation tasks throughout the topic using various chords 	<ul style="list-style-type: none"> Brief: Using the melodic line of Happy birthday come up with a chord sequence and bass line using the keyboard, melody and accompaniment
	Listening and Evaluating	<ul style="list-style-type: none"> Identify simple time signatures Identify the sounds of semibreves, minims, crotchets, semiquavers, dotted notes PULSE TEMPO RHYTHM 	<ul style="list-style-type: none"> Rag Brindabani Understand the context and content of Indian Classical music. PULSE TEMPO RHYTHM PITCH TONALITY 	<ul style="list-style-type: none"> Through DO NOW Retrieval and listening activities focus on the pitch of a scale, ascending, descending, tonality PITCH, TONALITY 	<ul style="list-style-type: none"> Pomp and Circumstance: Understand the context and content of Pomp and Circumstance analysing the pitch of the melodic line and march like rhythm PULSE TEMPO RHYTHM PITCH TONALITY 	<ul style="list-style-type: none"> Through DO NOW (Retrieval) and listening activities the focus will be on evaluation, accuracy of playing, tonality PULSE TEMPO TONALITY 	<ul style="list-style-type: none"> Twinkle Twinkle Little Star Understand the context and content of Twinkle Twinkle Little Star analysing the pitch of the melodic line and march like rhythm PULSE TEMPO RHYTHM PITCH TONALITY TEXTURE
Middle Stake Testing	<ul style="list-style-type: none"> Compose a 4 bar rhythm TRY NOW Task to give Students a chance to improve (performance/composition) 	<ul style="list-style-type: none"> Indian music using Noteflight TRY NOW pupils given a chance to improve 	<ul style="list-style-type: none"> Compose a 4 bar melody TRY NOW Task to give Students a chance to improve (performance/composition) 	<ul style="list-style-type: none"> Pomp and Circumstance in groups TRY NOW pupils given a chance to improve 	<ul style="list-style-type: none"> Performance TRY NOW pupils given a chance to improve 	<ul style="list-style-type: none"> Create an arrangement of Twinkle Twinkle Little Star TRY NOW Task to give Students a chance to improve (performance/composition) 	
High Stake Testing	<ul style="list-style-type: none"> Note values Indian music characteristics Time signatures 			<ul style="list-style-type: none"> Previous knowledge How to work out a scale Notes on the stave 			
Skills development	<ul style="list-style-type: none"> <u>Performance skills</u> – sight read basic notation both rhythmically and melodically paying attention to timing and ensemble performance <u>Composition</u> – using basic notation Students will learn to compose rhythmically and melodically up to 4 bars of music in C Major, A minor and perform in G major. They will also learn how to identify primary chords from a scale and understand how they are formulated. <u>Listening skills</u> – Understand the meaning of texture, tonality, meter, rhythm, pitch and dynamics using musical terms at least at a basic level. Singing is taught every two weeks and each learner will sing within the class, in two parts. 						

Music Long Term Plan Year 8

Year 8 Intent / End Point: Students will build upon the knowledge acquired in Year 7. They will understand how to formulate 7th chords, and build a knowledge of musical history from Baroque to Modern Day and how key musical devices evolve through musical history. They already know how to formulate chords however they will build upon this knowledge using D major. Rhythmically, students will develop an understanding of syncopated rhythms, dotted notes and drumming techniques.

	<u>HT1</u>	<u>HT2</u>	<u>HT3</u>	<u>HT4</u>	<u>HT5</u>	<u>HT6</u>	
<u>Unit title</u>	Reggae	Podcast - Riffs	Pachelbel's Canon	Pachelbel Through the Ages	12 Bar Blues	12 Bar Blues Through the Ages	
Principles that underpin your curriculum	Performing	<ul style="list-style-type: none"> Performing "Three Little Birds" learning off beat syncopated reggae rhythms along with a riff over the top. 	<ul style="list-style-type: none"> Students will amalgamate their skills from the year concentrating on timing, rhythm, chords and improvisation to record a piece of music of their choice keeping in mind their target audience. 	<ul style="list-style-type: none"> Work out the primary and secondary chords of the D major scale which forms Pachelbel's Canon leading to a performance. 	<ul style="list-style-type: none"> Perform a piece of music with Pachelbel's bass line at its core – working out how music is transposed into different keys 	<ul style="list-style-type: none"> Perform the 12 bar blues structure learning the primary chords of G major as seventh chords. Students will learn how to construct seventh chords. 	<ul style="list-style-type: none"> Students will perform a rock and roll walking bass line in the left hand. Some Students will be able to perform chords in the right hand as well. A few Students will be able to use the blues scale to improvise a melody line over their walking bass line.
	Composing	<ul style="list-style-type: none"> Create an arrangement of Three little birds with thought to instrumentation and stylistic features. 	<ul style="list-style-type: none"> Compose a chord structure and riff using BANDLAB 	<ul style="list-style-type: none"> Perform the bass line whilst making an arrangement of the chords in the right hand possibly using broken chords or 1st and 2nd positions. 	<ul style="list-style-type: none"> Making an arrangement of a chosen piece that follows the chord structure of Pachelbel's Canon 	<ul style="list-style-type: none"> Learn to improvise using the blues scale in G major over a 12 bar blues structure. 	<ul style="list-style-type: none"> Students will learn to compose an arrangement of a 12 bar piece. This will include stylistic features relating to the era that the song is from.
	Listening and Evaluating	<ul style="list-style-type: none"> Identify and describe stylistic features of reggae music commenting on syncopated chords, bass line and lyrical content 	<ul style="list-style-type: none"> Using Do Now retrieval tasks Students will be given listening tasks to comment on pitch, tonality, harmony and instrumentation. 	<ul style="list-style-type: none"> Write about the history of Pachelbel's canon, commenting on the pitch, texture and instrumentation of the bass line 	<ul style="list-style-type: none"> Comment on how Pachelbel's bass line is used within the song of their choice thinking about pitch, tonality, harmony, 	<ul style="list-style-type: none"> Comment on the blues stylistic features as well as instrumentation and structure listening to a variety of Blues music through do now retrievals. 	<ul style="list-style-type: none"> Students will reflect on how the content of music is influenced by the context such as Rock and Roll.
Middle Stake Testing	<ul style="list-style-type: none"> Perform the chords and bass of Three little birds. TRY NOW Task to give Students a chance to improve 	<ul style="list-style-type: none"> Record first draft of riffs TRY NOW Task to give Students a chance to improve 	<ul style="list-style-type: none"> Performance task TRY NOW to improve performance skills 	<ul style="list-style-type: none"> Arrangement task TRY NOW to improve arranging skills. 	<ul style="list-style-type: none"> COMPOSITION TASK TRY NOW to give students a chance to improve 	<ul style="list-style-type: none"> Perform/arrange a 12 bar piece from different eras. TRY NOW Task to give Students a chance to improve 	
High Stake Testing	Working out a scale Composing a short riff Working out a major and minor chord Listening Reggae task			As before Listening task on blues Identifying the tonic, dominant and subdominant chords			
Skills development	<ul style="list-style-type: none"> <u>Performance skills</u> – sight-read basic notation both rhythmically and melodically paying attention to timing and ensemble performance with a focus on syncopated rhythms. Timing and accuracy are key in all performances <u>Composition</u> – Formulate chords in the key of D major and G major implementing 7th chords in compositional work as well as performances. Learn how to develop bass lines. <u>Listening skills</u> – Understand the meaning of texture, tonality, meter, rhythm, pitch and dynamics using musical terms at least at a more advanced levels using terms such as mp, mf, crescendo, decrescendo commenting how contextual elements influence musical content. 						

Music Long Term Plan Year 9



Year 9 Intent / End Point: Each student should be able to upload a piece of music with chords and play it with ease based on the knowledge they have acquired. They will be able to discuss, at differing levels, how music has an impact on mood using musical elements and compose using more complex harmonies. They will also be aware of how music evolved in the UK.

	HT1	HT2	HT3	HT4	HT5	HT6	
Unit title	Beatles	Britpop	Dance Music	Dance Music	Film Music Composition	Managing a Music Product	
Principles that underpin your curriculum	Performing	<ul style="list-style-type: none"> Work out the chords for a Beatles piece whilst learning and the meaning of extended chords in music such as D(A) or D/A. Learning 8 Days A Week in the key of D major making use of 7th chords 	<ul style="list-style-type: none"> Perform a Britpop song of choice within a group focussing on how to make an arrangement based on the resources. Students will learn the formation of a Sus 4 chord in Wonderwall Students will look for the chords of a Britpop piece and work it out based on the scale and chord formations 	<ul style="list-style-type: none"> Perform pieces of dance music; through performance tasks identify and describe key features 	<ul style="list-style-type: none"> Perform pieces of dance music through performance tasks identify and describe key features 	<ul style="list-style-type: none"> Perform snippets of music from classic film scores and focus on Psycho high pitched violin Chromaticism circus music and jaws Fanfare/march Starwars and Superman Lost incidental music 	<ul style="list-style-type: none"> To end their KS3 experience Students will be invited to perform within small groups or individual to perform a piece of music of their choice gathering together everything they have learnt. It also links in with KS4 topics
	Composing	<ul style="list-style-type: none"> Create a bass line based on chords to include passing notes to enhance them. 	<ul style="list-style-type: none"> Making an arrangement of a chosen piece using a Britpop song within a group. 	<ul style="list-style-type: none"> Compose chord sequences on the keyboard or guitar in D minor Compose a bass line to fit in with chord sequence Compose a riff to fit with chord sequence At this stage Students should be comfortable using sus chords, 7th chords and changing bass line root 	<ul style="list-style-type: none"> Using BAND LAB learn how to mix samples with composed riffs, chords and bass line taking harmony into consideration to ensure there are no unnecessary clashes. 	<ul style="list-style-type: none"> Based on the features used in performance tasks create a piece of music for a 1 minute film for composition. 	<ul style="list-style-type: none"> Students will be asked to compose or arrange a piece of music either using acoustic instruments or computer software such as bandlab
	Listening and Evaluating	<ul style="list-style-type: none"> Understand the influence of The Beatles in modern day music commenting on the pitch, texture and instrumentation of the bass line through DO NOW tasks 	<ul style="list-style-type: none"> Through DO NOW tasks listen to various pieces of BRITPOP music and identify/describe key features commenting on instrumentation, lyrics, music videos, melody and harmony. 	<ul style="list-style-type: none"> Through DO NOW and listening tasks listen to various pieces of Dance music and identify/describe key features commenting on instrumentation, lyrics, music videos, melody and harmony. 	<ul style="list-style-type: none"> Through DO NOW tasks listen to various pieces of music created through the use of Bandlab evaluating their effectiveness as dance music. 	<ul style="list-style-type: none"> Through DO NOW tasks listen to various pieces of music of film music and enhances mood. Focus on chromaticism, fanfares, incidental 	<ul style="list-style-type: none"> Using Do Now retrieval tasks Students will be given the chance to analyse different musical products created by KS4 Students
Middle Stake Testing	<ul style="list-style-type: none"> Performance of 8 Days a Week TRY NOW Task to improve on their individual chord playing 	<ul style="list-style-type: none"> Performance task TRY NOW how to improve 	<ul style="list-style-type: none"> COMPOSITION SKILLS Try now how to improve composition skills composing complex chord structures combining samples with riffs 	<ul style="list-style-type: none"> Task based on Bandlab work whether there is a structure, if samples harmonise with each other and whether dance music is clearly depicted. TRY NOW Task to give Students a chance to improve 	<ul style="list-style-type: none"> Task based on film music creation. Assessment will be how music matches the mood of the film clip and whether musical devices have been used effectively TRY NOW Task to give Students a chance to improve 	<ul style="list-style-type: none"> Create a music product TRY NOW Task to give Students a chance to improve 	
High Stake Testing	<ul style="list-style-type: none"> Working out advanced chords with 7ths, 6ths and sus 4 Listening based on Beatles Paperback Writer Writing out music evolved through the decades 			<ul style="list-style-type: none"> As before Listening to music and identifying key features – how they are used to express mood 			
Skills development	In performance/composition activities students will develop a knowledge of passing notes and bass lines within chord structures. Compositionally they will compose within a structure using all the knowledge they have acquired whilst being confident with the use of Bandlab. They will be confident performers on either the keyboard, guitar, ukulele and/or an instrument of their choice performing with stylistic features using off beat rhythms. They will taught how to explore musical devices and how they are used to enhance mood within music.						

Music Long Term Plan Year 10 (DRAFT)



Year 10 Intent / End Point: By the end of Year 10 students will work through Component 1, Exploring Music Products and Styles, in preparation for the release of the Authorised Assignment Brief which is issued in February for submission by the end of April. From May to April the teaching of Component 2 will commence, the authorised submission will be October of Year 11. Component three, Responding to a Commercial Brief, will be taught once a fortnight.

	HT1	HT2	HT3	HT4	HT5	HT6	
Unit title	Music Theory Component 1 Part 1	Component 1 part 2	Component 1 till February	Component 1 – component 2	Component 2	Component 2	
Principles that underpin your curriculum	Performing	Through composing, listening and performing tasks the pupils will learn about the following. Pupils will build a greater knowledge of music theory through the following topics:	Through composing, listening and performing tasks the pupils will learn about the following. GROWTH OF ORCHESTRA Western Classical Music Baroque to Classical music	World music and fusion – Indian Music and Bangra	CONTROLLED ASSESSMENT This is dependent on the exam board	Rehearsal techniques and rehearsal diary Through focussing on the learning a scale go through a variety of rehearsal techniques.	How to prepare a skills audit How to prepare for a performance ready for the summer concert as a small group.
	Composing	RHYTHM Samba	THROUGH THE DECADES 1960s & 70s - British Invasion and revision of Reggae	CONTROLLED ASSESSMENT This is dependent on the board		Chunking Slow down	All leading towards a performance at the summer concert
	Listening and Evaluating	CONSTRUCTING CHORDS AND RIFFS Reggae using Three Little Birds How it was constructed using chords 1, 4 and 5 MELODIC WRITING Film music by John Williams and Hans Zimmer	1980s – 90s Stadium Rock and Britpop 00s – EDM and grime		Component 2 Define the difference between a strong performance and a weak performance.	Repetition Teacher led Pupil led How to review a video and monitor progress	
Middle Stake Testing	SAMBA piece – create a 30-60 second samba piece with a written commentary	REGGAE – create a 30-60 second reggae performance with a written commentary	INDIAN MUSIC – create a 30-60 piece of indian fusion with a written commentary	Stage one performance with written commentary	• Stage two performance with written commentary	• Stage three performance with written commentary	
High Stake Testing	A written assessment on various styles of music		A written assessment on various styles	A written assessment on performance skills			
Skills development	Making use of FOCUS ON SOUND for homework and a greater depth of understanding Using more advanced terminology when writing about various musical styles. Justifying decisions made for composition and performance activities Developing performance skills						

Please note we are in the process of updating this LTP. We are awaiting for Pearson to release the new guidance and resources

Music Long Term Plan Year 11



Year 11 Intent / End Point: By the end of Year 11 Students would have completed the BTEC First Award in Music. In Year 11 they finish two units; the first Unit 2 Managing A Music Product and by the end of it all students create a music product with marketing and a final evaluation. By the end of Year 11 Students will also develop in three skills on their chosen instrument then go onto perform two contrasting pieces which would be suitable for an audition. By the end of the academic year pupils will complete unit 2 Managing a Music Product and Unit 5 Introducing Music Performance.

		<u>HT1</u>	<u>HT2</u>	<u>HT3</u>	<u>HT4</u>	<u>HT5</u>	<u>HT6</u>
Principles that underpin the curriculum	<u>Managing a Music Product Unit 2</u>	<u>CONTROLLED ASSESSMENT</u> Create a music product called Feeling Good. This half term focuses on the recording process	<u>CONTROLLED ASSESSMENT</u> Create the marketing for the music product and once the product is complete focus on the marketing				
	<u>Introducing Music Performance Unit 5</u>	Learn a scale on a chosen instrument – through doing this activity Students will learn rehearsal techniques and evaluation skills using a log book	<u>CONTROLLED ASSESSMENT</u> Choose three skills to focus on and develop upon on chosen instrument	Perform a preferred piece – learn to evaluate the strengths and weaknesses of each performance	<u>CONTROLLED ASSESSMENT</u> Learn to perform two contrasting pieces of music	<u>CONTROLLED ASSESSMENT</u>	
	Middle Stake Testing	<ul style="list-style-type: none"> Assess the weekly log book providing feedback on evaluation skills 	<ul style="list-style-type: none"> Monitor controlled assessment 	<ul style="list-style-type: none"> Assess evaluations of feedback providing feedback on evaluation skills 	<ul style="list-style-type: none"> Monitor controlled assessment 		
	High Stake Testing		<ul style="list-style-type: none"> Controlled assessment of Unit 2 – Students have 15 school days to return the work based on feedback. 			<ul style="list-style-type: none"> Controlled assessment of Unit 5 – Students have 15 school days to return the work based on feedback 	
	Skills development	<p><u>Performance skills</u> – the focus is on students making progress on their musical instruments; each lesson is unique to the learner and the instrument they are learning and the level they are working out however each learner will learn and/or develop three contrasting skills. They will learn to develop a vocabulary for evaluation reflecting on their own progress again using musical terminology for their chosen instrument. Finally, students will learn how to perform to communicate to an audience preparing themselves for future performances with confidence.</p>					