

Music Long Term Plan

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
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| Term 1 7 weeks | <p>Theme: Introduction to 'Pop' music</p> <p>Students will be introduced to singing, keyboards and rhythmic notation. This will be done through the style of 'Pop' music. Students will learn the characteristics of a basic pop song and the type of structures and instruments used in them.</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • What is notation? • What are the different types of notation? • What is rhythm? • How are rhythms written down? • The layout of the keyboard • How to play a chord? • How to stand when singing to get the best possible sound. • What are the key features of pop music and the song structures pop songs use? <p>Key skills:</p> <ul style="list-style-type: none"> • Play the C, F and G chords (1,3 +4) • Use crotchets, minims and semi-breves in simple 4/4 rhythms (3) • Clap rhythms confidently (1+3) | <p>Theme: Introduction to 'Reggae' music</p> <p>Students will be introduced to 'Reggae' music and through listening and playing in that styles be able to pick out the key difference between pop music and reggae. They will play more complex rhythms and continue to improve their vocal and keyboard skills.</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • What are the key features of reggae music that make it different to others? • What is a syncopated rhythm? • What is a riff? • How do we put 2 parts together on the keyboard? • How can we improve fluency? <p>Key Skills:</p> <ul style="list-style-type: none"> • Play chords using a syncopated rhythm (1, 3 + 4) • Use notation to read parts. (3) • Sing in tune using a syncopated rhythm (1 + 5) • Read the notation and work out the melody. (3) • Improvise their own syncopated rhythm when playing the chords. (2) <p>Careers links: What is a 'Composer'? What different types of composers are there? Which composers make the most money?</p> | <p>Theme: Introduction to 'Rap' music</p> <p>Students will be introduced to 'Rap' music through listening and practical tasks. They will understand the difference between rap and other styles of music and learn about its origins. They will play and sing in the rap style and read their parts from notation.</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • How is the language used in rap different to other styles? • What are the difficulties when performing a rap? • How do we play chords with inversions? • How is fluency affected when two parts are played together? <p>Key Skills:</p> <ul style="list-style-type: none"> • Work out the structure of rap songs and the use of melody (5). • Play chords with inversions (1 + 4) • Read the chorus melody from notation and the verse from a lead sheet (3) • Play two parts together fluently (1+5) • Describe the lyrical content of rap songs. (5+6) <p>Careers links: What is the difference between a manufactured band and a</p> | <p>Theme: Instrumental study</p> <p>Students will complete a baseline performance assessment which will highlight their strengths and weaknesses. Students will set termly targets and work towards becoming a better musician. Students will track their progress along the way.</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • How do we use warm ups to improve our practise? • Play an instrument or sing. • What makes a good performer? • What is technical ability and how do we improve it. • The importance of building up stamina. • What is a good practise routine? • How can we track our progress and reflect in order to improve? • How does reflection improve performance? <p>Key Skills:</p> <ul style="list-style-type: none"> • Identify areas of weakness and know what to do to improve? • Demonstrate technical ability on their chosen instrument • Chose appropriate music for their standard and | <p>Theme: Live musical Performance (Mock exam)</p> <p>Students will be introduced to their final assignment which is set by the exam board and completed in controlled conditions. This assignment is based on a theme which students work together on in order to plan, organise and perform in their own performance.</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • How to prepare for a performance? • How to plan and organise their own performance? • Stage and lighting considerations. • Know which roles need to be undertaken and which role will best suit them. • How to choose pieces of music that show off their development as a performer. • How to choose a successful group and know which parts are suited to who? • What is a rehearsal plan? • What is an evaluation exam? |

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| | <ul style="list-style-type: none"> • Compose their own rhythms (2) • Sing in tune (1 + 5) • Improvise their own chord rhythm on keyboard. (2 + 3) <p>Careers links: Students will look at Ed Sheeran's career. What does he do for a living? How does he make his money? What was he like at school? How did he break into the music industry? Do all good musicians become famous?</p> | | <p>band that start up themselves. Which is the best type of band to be in?</p> | <p>read new parts from notation.</p> <ul style="list-style-type: none"> • Perform demonstrating confidence and fluency. • Understand how key signatures affect pitch and chords. • Listen to music in order to work out how they will cover their own song choices. • Write detailed reflection logs and evaluations in order to track their own progress and improve. <p>Careers links: What is a music therapist? How do they help people?</p> | <p>Key Skills:</p> <ul style="list-style-type: none"> • Confident instrumental skills • Read new parts from notation • Confident performance skills • Planning and organisation • Theme research • Group skills • Play parts together in time, fluent and with expression. • Listen to music in order to develop cover ideas • Comprehensively explain their process and keep logs highlighting progress • Independent learning skills <p>Careers links: What is a sound engineer?</p> |
| <p>Term 2 7 weeks</p> | <p>Theme: through 'House' music. Students will build on their basic keyboard, notation and rhythm skills. They will combine their keyboard and vocal skills by putting both parts together.</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • History of 'House' music, its instrumentation and use of technology. • Type of chords and notation used in 'House' music. • What is different about 'House' music and 'Pop' music? | <p>Theme: Protest songs Students will use their previous knowledge on notation, chords, melody and singing to be creative and compose their own protest songs.</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • What are the characteristics of a protest song? • How are songs structured? • What is the difference between a verse and a chorus? • How can we use rhyme and flow in our song writing? • How do you compose your own chord sequence? | <p>Theme: Song writing Students will use their previous knowledge on notation, chords, melody and singing to be creative and compose their own 'Pop' songs.</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • What makes a song catchy? • How many chords are used in 'Pop' songs? • What is the difference between a verse and a chorus? • How can we use rhyme and flow in our song writing? • How do you fit your chord sequence to your lyrics? | <p>Theme: Musical Knowledge development. Students will be introduced to two styles of music that they feel have influenced them and that they have a connection with. They will research both styles looking at the origins and development of both styles. Students will then analyse a song from one of their chosen styles highlighting the key features.</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • How do styles develop? • How do social and economic factors | <p>Theme: Live musical Performance (Controlled exam)</p> <p>Students will be introduced to their final assignment which is set by the exam board and completed in controlled conditions. This assignment is based on a theme which students work together on in order to plan, organise and perform in their own performance.</p> |

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| <ul style="list-style-type: none"> • How do styles evolve? • How can chords remain the same but the way you play them may be different? • How do we read music notation and how does it link to note values? • When are you ready to sing and play at the same time? <p>Key Skills:</p> <ul style="list-style-type: none"> • Students will sing in tune and in time. (1 +5) • Work out the structure of House music (5+6) • Work out the melody of 'Faded' using notation (3) • Play Dm, A#, F + C chords (1 + 4) • Play and sing together (1 +5) • Compose rhythms in 4/4 time adding quavers and semi-quavers (2 +4) <p>Careers links: What is a music journalist? What skills will you need to be one?</p> | <ul style="list-style-type: none"> • How can we make the same chords sound different for each section? <p>Key Skills:</p> <ul style="list-style-type: none"> • Describe the lyrical content of a protest song (5+6) • Compose their own lyrics (2) • Compose their own chord sequence (2) • Compose their own melody (2) • Write down composition ideas using notation (3) • Play their chord sequence and sing their lyrics together (1 + 5) <p>Careers links: What is a song writer? Does a song writer get paid more than a performer?</p> | <ul style="list-style-type: none"> • How can we make the same chords sound different for each section? • How do we improvise in an instrumental section? <p>Key Skills:</p> <ul style="list-style-type: none"> • Describe the lyrical content of a pop song (5+6) • Compose their own lyrics with rhyme and flow (2) • Compose their own chord sequence with their own rhythm (2) • Compose their own melody using a given scale (2) • Write down composition ideas using notation (3) • Play their chord sequence and sing their lyrics together (1+5) <p>Careers links: What is a session musician? What skills do they need?</p> | <p>influence song writing and musical styles?</p> <ul style="list-style-type: none"> • What part does fashion play in musical styles? • What is a key signature? • What chord sequences are used in their chosen styles? <p>Key Skills:</p> <ul style="list-style-type: none"> • Listen to music and identify stylistic characteristics. • Research the key features and explain how they have developed throughout the style. • Perform music in their chosen styles • Produce a comprehensive description of their two chosen styles. • Work out the key of songs in their chosen styles and play the chord sequences confidently on keyboard or guitar. <p>Careers links: What is the role of the sound engineers?</p> | <p>Key knowledge:</p> <ul style="list-style-type: none"> • How to prepare for a performance? • How to plan and organise their own performance? • Stage and lighting considerations. • Know which roles need to be undertaken and which role will best suit them. • How to choose pieces of music that show off their development as a performer. • How to choose a successful group and know which parts are suited to who? • What is a rehearsal plan? • What is an evaluation exam? <p>Key Skills:</p> <ul style="list-style-type: none"> • Confident instrumental skills • Read new part from notation • Confident performance skills • Planning and organisation • Theme research • Group skills • Play parts together in time, fluent and with expression. • Listen to music in order to develop cover ideas • Comprehensively explain their process |
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| | | | | | <p>and keep logs highlighting progress</p> <ul style="list-style-type: none"> Independent learning skills <p>Careers links: Why do students do auditions?</p> <p style="text-align: center;">Course completed.</p> |
| <p>Term 3 7 weeks</p> | <p>Theme: Band Project 1 During this unit students will continue to develop their notation, keyboard and vocal skills by working in a group situation. This will enable them to demonstrate their fluency, timing and ability to play with others and stay in time.</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> What is difficult about playing with other musicians? How do we practise? What is the importance of reflecting? How can we control our nerves? What makes an effective performance? <p>Key skills:</p> <ul style="list-style-type: none"> Sing as a soloist (1) Play keyboard hands together (1 +5) Play chords using the black keys 1+4 Improvise their own rhythm for the chord part (2) Chose a song to suit all abilities (5+6) | <p>Theme: Band Project 2 During this unit students will continue to develop their notation, keyboard and vocal skills by working in a group situation. This will enable them to demonstrate their fluency, timing and ability to play with others and stay in time. Students will experiment with improvisation and playing by ear.</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> What does playing by ear mean? How do we improvise? How do we practise and make sure parts fit together and are in time? How do write a rehearsal plan? What is a rehearsal log? <p>Key Skills:</p> <ul style="list-style-type: none"> Play chords fluently and confidently. (1,3+5) Sing in time and in tune. (1 +5) Work out parts by listening (5) Improvise over the chord sequence (2+4) Perform in front of an audience (1) Control their instrument expressively. (1) Reflect on their progress. (5+6) | <p>Theme: Band Project 3 During this unit students will continue to develop their notation, keyboard and vocal skills by working in a group situation. This will enable them to demonstrate their fluency, timing and ability to play with others and stay in time. Students will experiment with improvisation and playing by ear along with enhancing their performance skills.</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> What does playing by ear mean? How do we improvise? How do we control our nerves? How do write a rehearsal plan? What is a rehearsal log? How can reflection improve future performances? <p>Key Skills:</p> <ul style="list-style-type: none"> Play chords fluently and confidently. (1,3 +5) Sing in time and in tune. (1+5) Improvise over a chord sequence. (2+4) Read their part using notation (3) Work out parts by listening (5) | <p>Theme: Instrumental study Students will complete a baseline performance assessment which will highlight their strengths and weaknesses. Students will set termly targets and work towards becoming a better musician. Students will track their progress along the way.</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> How do we use warm ups to improve our practise? Play an instrument or sing. What makes a good performer? What is technical ability and how do we improve it. The importance of building up stamina. What is a good practise routine? How can we track our progress and reflect in order to improve? How does reflection improve performance? <p>Key Skills:</p> <ul style="list-style-type: none"> Identify areas of weakness and know what to do to improve? | <p>Theme: Preparation for Level 3 Students will continue to develop their performance skills as we look at preparing for their next steps in education. Students will look at what is required when preparing for an audition and will prepare 2 contrasting songs which showcase their skills and talents.</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> How do we choose songs for an audition? What skills should be showcased. How can we best highlight our strengths? <p>Key Skills:</p> <ul style="list-style-type: none"> Perform in front of an audience Control their instrument and nerves. Reflect on their progress. Play chords fluently and confidently. Sing in time and in tune. Perform demonstrating confidence and fluency. |

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| <ul style="list-style-type: none"> Control their instrument by playing fluently and in time. (1,3 + 5) Use notation confidently to read their part (3) Perform in front of an audience (1) <p>Careers links: What is a music producer? What skills do you need?</p> | <p>Careers links: Students will look at Adele's career. What does she do for a living? How does she make her money? What was she like at school? How did she break into the music industry? Do all good musicians become famous?</p> | <ul style="list-style-type: none"> Improvise over the chord sequence ((2 +4) Perform in front of an audience (1) Control their instrument and nerves. (1) Reflect on their progress. (5+6) <p>Careers links: What are the down side to being famous? What is a life like for a famous musician?</p> | <ul style="list-style-type: none"> Demonstrate technical ability on their chosen instrument. Chose appropriate music for their standard and read new parts from notation. Perform demonstrating confidence and fluency. Understand how key signatures affect pitch and chords. Listen to music in order to work out how they will cover their own song choices. Write detailed reflection logs and evaluations in order to track their own progress and improve. <p>Careers links: What do teachers need to become a teacher?</p> | <p>Careers links: What is a session musician? What skills do they need?</p> |
| <p>Music National Curriculum</p> <p>1 =Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</p> <p>2 =Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</p> <p>3 =Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p> <p>4 =Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</p> <p>5 =Listen with increasing discrimination to a wide range of music from great composers and musicians</p> <p>6 =Develop a deepening understanding of the music that they perform and to which they listen, and its history.</p> | | | | |

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