

Key Stage 3 Long Term Planning

Curriculum Area: Music

Key Stage 3 INTENT:

- To encourage a love of the subject in all its forms
- To encourage breadth of experience and increase openness to all types of music, exposing students to a wide variety of styles and genres
- To develop an understanding of how music is communicated and recorded
- To build confidence in performance, composition and speaking about music
- To understand the significance of music across the world and across history
- To build CONFIDENCE, musical COMPETENCE and CULTURAL CAPITAL

Year 7

INTENT: In year 7 we develop confidence in all students, challenging those who have already had extensive experience alongside encouraging those who have not yet had the chance to develop their skills in this area. Basic musicianship skills are the focus this year, understanding relevant notations and vocabulary and establishing a firm base for further study.

| Year 7 | Transition/Autumn 1 | Autumn 2 | Spring | Summer 1 | Summer 2 |
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| Topic | Connect it | Feel the Beat | Tune up! | Strike the Right Chord | Build It |
| Knowledge | <p>Through the study of a set work 'Connect it' by Anna Meredith, pupils will learn:</p> <p>The importance of pulse/beat and rhythm</p> <p>How to recognize, perform an develop pattern</p> <p>How to structure a piece of music</p> <p>How different sounds can be made with the body and voice</p> <p>Pitch, tempo, dynamics, rhythm, texture and timbre</p> <p>Graphic Scores</p> | <p>Interpreting a rhythm grid</p> <p>Rhythmic notation</p> <p>Time signatures</p> <p>Form and Structure- Binary and Ternary, Verse/Chorus</p> <p>Pitch, tempo, dynamics, duration, texture, timbre,</p> | <p>Looking at melody and how successful melodies are put together</p> <p>Song – Lieder, Opera, Musical Theatre, Popular Song, etc</p> <p>Instrumental Music – Film, TV, Ballet, Programme Music</p> <p>How to listen analytically, including:</p> <p>How to recognize the effect that music has on a listener</p> <p>How music can represent mood and emotion</p> | <p>Performance Skills – Ukulele, Voice and Keyboard</p> <p>Analysing and describing music accurately</p> <p>Using different notations to compose and perform</p> <p>Understanding how chords are constructed and how they work alongside melodies and basslines</p> <p>Structure – Verse/Chorus</p> | <p>Introduction to Ableton</p> <p>Audio Manipulation on Ableton</p> <ul style="list-style-type: none"> -Use of samples -arrangement -fade in/out -use of basic effects - structure (Verse/Chorus, Rondo, Binary, Ternary) |
| Skills | Establishing classroom rules and expectations | Establishing classroom routines for listening exercises | Developing an analytical ear | Developing an analytical ear | Developing an analytical ear |
| | | Developing an analytical ear | Describing music using musical vocabulary | Describing music using musical vocabulary | Describing music using musical vocabulary |

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| | <p>Introducing them to online systems for classwork and homework</p> <p>Listening, notation, ensemble and organisational skills</p> <p>Creating a graphic score (composition)</p> <p>Interpreting a graphic score for performance</p> <p>Performing as a whole class and in ensembles</p> <p>Singing/vocal skills</p> <p>Composition</p> | <p>Describing music using musical vocabulary</p> <p>Singing/vocal skills</p> <p>Listening, notation, ensemble and organisational skills</p> <p>Group work</p> <p>Composition</p> | <p>Singing/vocal skills</p> <p>Listening, notation, ensemble and organisational skills</p> <p>Composition</p> <p>Keyboard and instrumental performance</p> <p>Working independently</p> <p>Working as an ensemble</p> | <p>Singing/vocal Skills</p> <p>Listening, notation, ensemble and organisational skills</p> <p>Composition</p> <p>Ukulele, Keyboard and instrumental performance</p> <p>Working independently</p> <p>Working as an ensemble</p> | <p>Singing/Vocal Skills</p> <p>Listening, notation, ensemble and organisational skills</p> <p>Composition/ Arranging</p> <p>Push Performances</p> <p>Working independently</p> <p>Working in pairs</p> |
| Connections to previous learning | <p>Students will build on any prior musical knowledge from their primary or home experience.</p> | <p>Baseline assessment to establish current understanding and previous music experience</p> <p>The assessment at the end of this unit will establish a clearer picture to inform future planning for pupils</p> | <p>Links to year 7 autumn 1 and autumn 2</p> <p>Use of graphic scores, notes on the stave, the musical elements, technical vocabulary</p> | <p>Links to previous learning in Autumn term - notation, rhythm skills, musical elements, different notations, performance and composition skills</p> | <p>Structural sections have been referred to throughout the academic year.</p> <p>DAW grids link to rhythm grids/notation used in Autumn term</p> <p>Listening and composition skills in each term have prepared students for this point</p> |
| Assessment | <p>Teacher, Peer and self-assessment of rehearsal process and final performance and/or compositions.</p> <p>Vocabulary test</p> <p>Words used in this topic will need to be defined and spelt correctly</p> <p>Listening Discussions and assessments</p> <p>Identify and describe how the musical features we are studying are used</p> | <p>Baseline assessment</p> <p>Short listening task</p> <p>Multiple choice questions to define key musical words</p> <p>Listening assessment</p> <p>Identify and describe how the musical elements have been used in the given extract</p> <p>Vocab test</p> <p>Define the musical elements plus a variety of music Italian terms used to describe music</p> <p>Graphic Score interpretation</p> <p>Pair/small group performance of Whole class singing activity</p> | <p>Listening Assessment</p> <p>Pupils will listen to and analyse melodies.</p> <p>Questions will range from multiple choice to open and closed questions.</p> <p>Composition</p> <p>Pupils will work together in pairs/small groups to compose an original piece of music from a given/chosen stimuli.</p> <p>Vocabulary test</p> <p>Define and spell previous key words and terms plus additional new vocabulary</p> <p>Performance Assessment</p> <p>Pupils will perform a given keyboard piece linking to the pieces of music studied in this topic</p> | <p>Informal observation of performance skills</p> <p>Vocal, keyboard and rhythm work</p> <p>Listening Assessments</p> <p>Recognizing patterns, structural sections, how music changes (with specific reference to the elements of music)</p> <p>Composition</p> <p>Chord Progressions, Basic Melody writing,</p> | <p>Informal observation of performance skills</p> <p>Class vocal work and solo/paired Push unit performance</p> <p>Listening Assessments</p> <p>Recognizing patterns, structural sections, how music changes (with specific reference to the elements of music)</p> <p>Composition</p> <p>Arrangement, development of texture, use of textural and structural devices</p> |
| Homework | <p>'Me and My Music'</p> <p>Questionnaire</p> <p>Listening assessment</p> | <p>Learning new vocabulary - Spellings and definitions</p> <p>Online Quizzes - Recap and PLC</p> <p>Composition Preparation tasks – Rhythm and Rhythm Grids</p> | <p>Learning new vocabulary - Spellings and definitions</p> <p>Online Quizzes - Recap and PLC</p> <p>Independent practice on instrument as appropriate</p> | <p>Online lessons/ Assessments (Homework)</p> <p>Basic intervals, Chords, Chords in Rock and Pop, Common Chord</p> | <p>Learning new vocabulary - Spellings and definitions</p> <p>Online Quizzes - Recap and PLC</p> <p>Independent practice on instrument as appropriate</p> |

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| | <p>Identify and describe how the musical elements have been used in the given extract</p> <p>Vocabulary test Words used in this topic will need to be defined and spelt correctly</p> | <p>Independent practice on instrument as appropriate</p> | | <p>Progressions, 12 Bar Blues Chord Progression, Composing, PLC</p> <p>Learning new vocabulary - Spellings and definitions</p> <p>Independent practice on instrument as appropriate</p> | |
| Cultural enrichment including Trips, Visits, Experiences, Extra-curricular | <p>Pupils encouraged to take part in the weekly lunchtime co-curricular programme</p> <p>Weekly instrumental lesson with peripatetic teacher (those who opt in)</p> <p>Opportunity to participate in end of term performance evening</p> | | | | |
| Literacy | <p>Talk- Discussing musical ideas</p> <p>Talk- describing music</p> <p>Talk – planning together</p> <p>Writing- multiple choice questions, open and close questions, extended answers to describe, compare music extracts, learning to accurately write notes on the stave (treble clef), create a key/justifying decision, self-reflection/evaluation linking to PLC</p> <p>Writing – recording ideas, planning structures, rehearsals and performances</p> <p>Writing – self-reflection, peer assessment and PLC linked evaluations</p> <p>SPAG- key words and definitions, new vocabulary (key words and definitions)</p> <p>Reading – different forms of notation</p> | | | | |
| Numeracy | <p>Counting a steady pulse</p> <p>Pattern identification</p> <p>Grouping of patterns</p> <p>Introduction to some forms of notation using number and counting</p> | <p>Tempo- maintaining a steady pulse</p> <p>Increase in tempo</p> <p>Note values</p> <p>Time signatures</p> <p>Grouping note values</p> <p>Time management</p> <p>Counting in seconds</p> <p>Using grids</p> | <p>Tempo- maintaining a steady pulse</p> <p>Increase in tempo</p> <p>Note values</p> <p>Time signatures</p> <p>Grouping note values</p> <p>Time management</p> <p>Counting in seconds/beats per minute</p> | <p>Tempo- maintaining a steady pulse</p> <p>Increase in tempo</p> <p>Note values</p> <p>Time signatures</p> <p>Grouping note values</p> <p>Time management</p> <p>Counting in seconds/ Beats per minute</p> <p>Roman Numerals</p> | <p>Tempo- maintaining a steady pulse</p> <p>Increase in tempo</p> <p>Note values</p> <p>Time signatures</p> <p>Grouping note values</p> <p>Time management</p> <p>Counting in seconds</p> <p>Using grids</p> |
| CIAG | <p>Why do we study music?</p> <p>Role of... Composer, conductor, performer</p> | <p>Role of ...</p> <p>Community musician, workshop director</p> <p>External visits as appropriate</p> | <p>Role of...</p> <p>Composer, conductor, performer, the nature of a commission, musical director</p> <p>External visits as appropriate</p> | <p>Role of ...</p> <p>Band leader, music tutor, video producer, musicians</p> | <p>Role of...</p> <p>Music producer sound engineer, how music technology is used in a variety of careers</p> <p>External visits as appropriate</p> |

Key Stage 3 Long Term Planning

Curriculum Area: Music

Year 8

INTENT: In year 8 we extend the confidence and skills established in year 7, continuing to challenge more developed musicians and ensure that all students access a full breadth of musical styles and genres. Contextual musicianship skills are the focus this year, ensuring that pupils understand both **HOW** and **WHY** music has developed in the way that it has across the world.

| Year 8 | Autumn | Spring | Summer |
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| | Soundtracks | Making the Most of it: How music develops | Let's Dance |
| Knowledge | How music for film/tv... <ul style="list-style-type: none"> -establishes setting -creates mood/atmosphere -establishes or reinforces storyline -shows hidden meanings/foreshadows -creates emotion -sets pace/action -assists in character identification/development | What is minimalist music? <ul style="list-style-type: none"> -when and where did it start? -who and what inspired it? -who are composers that used it? - why is minimalism important? What are minimalist techniques? <ul style="list-style-type: none"> repetition, gradual change, phase shift, melodic addition/subtraction, sequences, layers, diatonic harmony, retrograde, augmentation, diminution, etc | How Dance Music ... <ul style="list-style-type: none"> -has features in common (steady regular beat, syncopated patterns, upbeat tempo, accents, regular periodic phrasing) -has an important place in cultures around the world -changes over time (Baroque Dance Suite, Romantic Waltz, Tango, Bhangra, EDM) |
| Skills | Developing an analytical ear Describing music using musical vocabulary Singing/vocal skills Listening, notation, ensemble and organisational skills Composition Keyboard and instrumental performance Working independently Working as an ensemble | Developing an analytical ear Describing music using musical vocabulary Singing/vocal skills Listening, notation, ensemble and organisational skills Composition Keyboard and instrumental performance Working independently Working as an ensemble | Developing an analytical ear Describing music using musical vocabulary Singing/vocal skills Listening, notation, ensemble and organisational skills Composition Keyboard and instrumental performance Working independently Working as an ensemble |
| Connections to previous learning | Year 7 – Tune up Year 7 – Connect it Year 7 – Build it Year 8 – Making the Most of it Year 8 – Power and Greatness | Year 7 – Connect It Year 7 – Feel the beat Year 7 – Build it Year 7 – Strike the Right Chord | Year 7 – Connect it Year 7 - Feel the beat Year 7 - Build it Year 7 - Strike the Right Chord Year 7 – Tune up! Year 8 – Making the Most of it |
| Assessment | Listening Assessment Pupils will listen to and analyse music we study. Questions will range from multiple choice to open and closed questions. Composition | Listening Assessment Pupils will listen to and analyse music we study. Questions will range from multiple choice to open and closed questions. Composition | Listening Assessment Pupils will listen to and analyse music we study. Questions will range from multiple choice to open and closed questions. Composition |

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| | <p>Pupils will work together in pairs/small groups to compose an original piece of music linking to the topic studied.</p> <p>Vocabulary test Define and spell previous key words and terms plus additional new vocabulary</p> <p>Performance Assessment Pupils will perform a given keyboard piece linking to the pieces of music studied in this topic</p> | <p>Pupils will work together in pairs/small groups to compose an original piece of music linking to the topic studied.</p> <p>Vocabulary test Define and spell previous key words and terms plus additional new vocabulary</p> <p>Performance Assessment Pupils will perform a given keyboard and percussion piece linking to the pieces of music studied in this topic</p> | <p>Pupils will work together in pairs/small groups to compose an original piece of music linking to the topic studied.</p> <p>Vocabulary test Define and spell previous key words and terms plus additional new vocabulary</p> <p>Performance Assessment Pupils will perform a given keyboard and percussion piece linking to the pieces of music studied in this topic</p> |
| Homework | <p>Learning new vocabulary - Spellings and definitions</p> <p>Listening Tasks</p> <p>Online Quizzes - Recap and PLC</p> <p>Composition Preparation tasks</p> <p>Independent practice on instrument as appropriate</p> | | |
| Cultural enrichment including Trips, Visits, Experiences, Extra-curricular | <p>Pupils encouraged to take part in the weekly lunchtime co-curricular programme</p> <p>Weekly instrumental lesson with peripatetic teacher (those who opt in)</p> <p>Opportunity to participate in end of term performance evening</p> | | |
| Literacy | <p>Talk- Discussing musical ideas</p> <p>Talk- describing music</p> <p>Talk – planning together</p> <p>Writing- multiple choice questions, open and close questions, extended answers to describe, compare music extracts, learning to accurately write notes on the stave (treble clef), create a key/justifying decision, self-reflection/evaluation linking to PLC</p> <p>Writing – recording ideas, planning structures, rehearsals and performances</p> <p>Writing – self-reflection, peer assessment and PLC linked evaluations</p> <p>SPAG- key words and definitions, new vocabulary (key words and definitions)</p> <p>Reading – different forms of notation</p> | | |
| Numeracy | <p>Tempo- maintaining a steady pulse</p> <p>Increase in tempo</p> <p>Note values</p> <p>Time signatures</p> <p>Grouping note values</p> <p>Time management</p> <p>Counting in seconds</p> <p>Using grids</p> | | |
| CIAG | <p>Role of...</p> <p>Composer, conductor, performer, the nature of a commission, musical director</p> <p>External visits as appropriate</p> | <p>Role of...</p> <p>Composer, conductor, performer, the nature of a commission, musical director, promoter, producer, music journalist, music critic, etc</p> <p>External visits as appropriate</p> | <p>Role of...</p> <p>Composer, conductor, performer, the nature of a commission, musical director</p> <p>External visits as appropriate</p> |

Key Stage 3 Long Term Planning

Curriculum Area: Music

Year 9

INTENT: In year 9 we continue to build confidence and extend further the skills established in year 7 and 8, continuing to challenge more developed musicians and ensure that all students access a full breadth of musical styles and genres. Application of already acquired skills and refinement of these are the focus this year, ensuring that pupils understand not only HOW and WHY music has developed in the way that it has across the world, but can also recognise these developments and patterns in music across time.

| Year 9 | Autumn | Spring | Summer |
|----------------------------------|---|---|---|
| | Soundtracks | Play the Game | The Music Industry |
| Knowledge | <p>How music for film/tv...</p> <ul style="list-style-type: none"> -establishes setting -creates mood/atmosphere -establishes or reinforces storyline -shows hidden meanings/foreshadows -creates emotion -sets pace/action -assists in character identification/development | <p>How music for Computer and video games...</p> <ul style="list-style-type: none"> -Is used within a range of different games from different times. -Uses common compositional and performance features -Varies, adapts and changes melodies for different atmospheres and scenarios -How sound effects are used at certain cues to enhance gameplay. | <p>How does Music?</p> <ul style="list-style-type: none"> -use new technologies -contribute to the GDP of the UK -allows for re-development/interpretations of existing songs |
| Skills | <ul style="list-style-type: none"> Developing an analytical ear Describing music using musical vocabulary Singing/vocal skills Listening, notation, ensemble and organisational skills Composition Keyboard and instrumental performance Working independently Working as an ensemble | <ul style="list-style-type: none"> Developing an analytical ear Describing music using musical vocabulary Listening, notation, ensemble and organisational skills Digital Composition Keyboard and instrumental performance Working independently Working with others | <ul style="list-style-type: none"> Developing an analytical ear Describing music using musical vocabulary Singing/vocal skills Listening, notation, ensemble and organisational skills Composition Keyboard and instrumental performance Working independently Working as an ensemble |
| Connections to previous learning | <ul style="list-style-type: none"> Year 7 – Tune up Year 7 – Connect it Year 7 – Build it Year 8 – Making the Most of it Year 8 – Power and Greatness | <ul style="list-style-type: none"> Year 7 – Connect it Year 7 - Feel the beat Year 7 – Build it Year 7 - Strike the Right Chord Year 7 – Tune up Year 8 – Making the Most of it | <ul style="list-style-type: none"> Year 7 – Connect it Year 7 - Feel the beat Year 7 – Build it Year 7 - Strike the Right Chord Year 8 – Making the Most of it Year 9 – Let's Dance |
| Assessment | <p>Learning new vocabulary - Spellings and definitions</p> <p>Online Quizzes - Recap and PLC</p> | | |

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| | Composition Preparation tasks – Rhythm and Rhythm Grids Independent practice on instrument as appropriate | | |
| Homework | Learning new vocabulary - Spellings and definitions Listening Tasks Online Quizzes - Recap and PLC Composition Preparation tasks Independent practice on instrument as appropriate | | |
| Cultural enrichment including Trips, Visits, Experiences, Extra-curricular | Pupils encouraged to take part in the weekly lunchtime co-curricular programme Weekly instrumental lesson with peripatetic teacher (those who opt in) Opportunity to participate in end of term performance evening | | |
| Literacy | Talk - Discussing musical ideas Talk - describing music Talk – planning together Writing - multiple choice questions, open and close questions, extended answers to describe, compare music extracts, learning to accurately write notes on the stave (treble clef), create a key/justifying decision, self-reflection/evaluation linking to PLC Writing – recording ideas, planning structures, rehearsals and performances Writing – self-reflection, peer assessment and PLC linked evaluations SPAG - key words and definitions, new vocabulary (key words and definitions) Reading – different forms of notation | | |
| Numeracy | Tempo- maintaining a steady pulse Increase in tempo Note values Time signatures Grouping note values Time management Counting in seconds Using grids | | |
| CIAG | Role of... Composer, conductor, performer, the nature of a commission, musical director External visits as appropriate | Role of... Composer, conductor, performer, the nature of a commission, musical director External visits as appropriate | Role of... Composer, conductor, performer, the nature of a commission, musical director External visits as appropriate |

Key Stage 4 Long Term Planning

Year 10 SYLLABUS: WJEC/EDUQAS GCSE Music

Curriculum Area: Music

| Year 10 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|--|---|--|---|---|
| Syllabus | AoS 1 – Musical Forms and Devices Musical Form and Structure Western Classical Tradition | AoS 2 – Music for Ensemble Sonority, Timbre and Texture Musical Ensembles Chamber Music | AoS 4 – Popular Music Musical Features Fusion | AoS 2 - Music for Ensemble Jazz and Blues Musical Theatre | Coursework Focus Revision of content covered Own Choice composition draft Performance Preparation tasks | AoS 3 – Film Music Film Industry Musical Elements Devices and techniques |
| Knowledge | Music of the Baroque, Classical and Romantic periods. Binary, Ternary, Minuet and Trio, Rondo, Variation, Strophic structures. Making links between historical music and modern use of forms and devices. | Texture (layers of sound/music and how this is manipulated) Sonority (instruments/voices and their function/features) Chamber Music in the Baroque, Classical and Romantic Periods | The role of composers, performers – singers, singer/songwriters, music producer, arranger, etc. How popular music has changed over time. Features of different genres/styles. How music technology is used in popular music. | Texture (layers of sound/music and how this is manipulated) Sonority (instruments/voices and their function/features) Jazz and Blues Musical Theatre | Recap on all content covered Application of knowledge and understanding to their own compositions Development of musical features – melody, rhythm, texture, etc How to reflect on and refine a composition and performance. | The role of composer, orchestrator, arranger, performer, music editor, producer, etc in film music. The role of themes, leitmotif and underscoring. How film music is created, developed and performed The impact of film music on an audience. How music technology is used in film music. |
| Skills | Developing an analytical ear Describing music using musical vocabulary Listening, notation, ensemble and organisational skills Composition Performance Skills Working independently Working as an ensemble | Developing an analytical ear Describing music using musical vocabulary Listening, notation, ensemble and organisational skills Composition Performance Skills Working independently Working as an ensemble | Developing an analytical ear Describing music using musical vocabulary Listening, notation, ensemble and organisational skills Composition Performance Skills Working independently Working as an ensemble | Developing an analytical ear Describing music using musical vocabulary Listening, notation, ensemble and organisational skills Composition Performance Skills Working independently Working as an ensemble | Developing an analytical ear Describing music using musical vocabulary Listening, notation, ensemble and organisational skills Composition Performance Skills Working independently Working as an ensemble | Developing an analytical ear Describing music using musical vocabulary Listening, notation, ensemble and organisational skills Composition Performance Skills Working independently Working as an ensemble |
| Connections to previous learning | Year 7 – Connect it Year 7 – Feel the beat Year 7 – Strike the Right Chord Year 7 – Build it Year 7 - Telling the Story Year 8 – Making the Most of it Year 8 – Power and Greatness Year 9 – Let's Dance | Year 7 – Feel the beat Year 7 – Strike the Right Chord Year 7 – Build it Year 7 - Telling the Story Year 8 – Power and Greatness Year 8 – Words and Music Year 9 – Soundtracks Year 9 – Let's Dance | Year 7 – Feel the beat Year 7 – Strike the Right Chord Year 7 – Build it Year 7 - Telling the Story Year 8 – Words and Music Year 8 – Making the Most of it Year 9 – Let's Dance | Year 7 – Feel the beat Year 7 – Strike the Right Chord Year 7 – Build it Year 7 - Telling the Story Year 8 – Words and Music Year 8 – Making the Most of it Year 8 – Power and Greatness Year 9 – Let's Dance | ALL PREVIOUS KS3 WORK | Year 7 – Telling the Story Year 7 – Build it Year 8 – Making the Most of it Year 8 – Power and Greatness Year 9 - Soundtracks |

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| Assessment | Learning new vocabulary - Spellings and definitions Online Quizzes - Recap and PLC Composition Preparation tasks Independent practice on instrument as appropriate |
| Homework | Online lessons – Focus on Sound Online Assessment – Listening and Vocabulary Composition preparation Individual performance practice |
| Cultural enrichment including Trips, Visits, Experiences, Extra-curricular | Pupils encouraged to take part in the weekly lunchtime co-curricular programme Weekly instrumental lesson with peripatetic teacher (those who opt in) Opportunity to participate in end of term performance evening |
| Literacy | Reading - interpreting exam questions, contextual study Writing - constructing exam answers Writing - lesson notes Writing - Peer assessment/feedback Writing - Rehearsal and Composition logs Talk - sharing opinions and ideas Talk - Discussion to describe music styles and features SPAG - new vocabulary (key words and definitions) |
| Numeracy | Pulse and rhythm Note values Working with time signatures Working with grids and tables Working with timings Triads Musical form and structure Velocity |
| CIAG | Regular references to the music industry in lessons/workshops Job roles and responsibilities Organisations within the music industry External visits and workshops as appropriate |

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Key Stage 4 Long Term Planning

Year 11 SYLLABUS: WJEC/EDUQAS GCSE Music

Curriculum Area: Music

| Year 11 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 |
|---|---|--|---|---|---|
| Syllabus | AoS 1 – Musical Forms and Devices Set work – <i>Badinerie</i> (JS Bach) Exam style practice Solo performance coursework preparation/recording Own choice composition | AoS 4 – Rock and Pop Set work – <i>Africa</i> (Toto) Exam style practice Solo performance coursework preparation Own choice composition | AoS 3 – Film Music Exam style practice Set brief composition Ensemble performance preparation/recording Set brief composition | AoS 2 – Music for Ensemble Exam style practice Set brief composition Ensemble performance preparation/recording Set brief composition | Exam Preparation and Revision Completion and submission of all coursework |
| Knowledge | Music of the Baroque period and how it differs from the Classical and Romantic period. Binary structure. Detailed knowledge and understanding of the set work - <i>Badinerie</i> . How to reflect on and improve a solo performance. How to reflect on and refine a composition. | The role of composers, performers – singers, singer/songwriters, music producer, arranger, etc. How popular music has changed over time and where <i>Africa</i> fits in this development. Features of <i>Africa</i> . Detailed knowledge and understanding of the set work – <i>Africa</i> . How to reflect on and improve a solo performance. How to reflect on and refine a composition. | The role of composer, orchestrator, arranger, performer, music editor, producer, etc in film music. The role of themes, leitmotif and underscoring. How film music is created, developed and performed The impact of film music on an audience. How music technology is used in film music. | Texture (layers of sound/music and how this is manipulated) Sonority (instruments/voices and their function/features) Chamber Music in the Baroque, Classical and Romantic Periods Jazz and Blues Musical Theatre | Recap on all content covered Application of knowledge and understanding to their own compositions. Development of musical features – melody, rhythm, texture, etc How to reflect on and refine both composition and performance. |
| Skills | Developing an analytical ear Describing music using musical vocabulary Listening, notation, ensemble and organisational skills Composition Performance Skills Working independently Working as an ensemble | | | | |
| Connections to previous learning | Year 7 – Connect it Year 7 – Feel the beat Year 7 – Strike the Right Chord Year 7 – Build it Year 7 - Telling the Story Year 8 – Making the Most of it Year 8 – Power and Greatness Year 9 – Let's Dance Year 10 – AoS1 Musical Forms and Devices | Year 7 – Feel the beat Year 7 – Strike the Right Chord Year 7 – Build it Year 7 - Telling the Story Year 8 – Words and Music Year 8 – Making the Most of it Year 9 – Let's Dance Year 10- AoS 4 Popular Music | Year 7 – Telling the Story Year 7 – Build it Year 8 – Making the Most of it Year 8 – Power and Greatness Year 9 – Soundtracks Year 10 – AoS3 Film Music | Year 7 – Feel the beat Year 7 – Strike the Right Chord Year 7 – Build it Year 7 - Telling the Story Year 8 – Words and Music Year 8 – Making the Most of it Year 8 – Power and Greatness Year 9 – Let's Dance Year 10 – AoS2 Music for Ensemble | ALL PREVIOUS KS3 and KS4 WORK |

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| Assessment | Learning new vocabulary - Spellings and definitions Online Quizzes - Recap and PLC Composition Preparation tasks Independent practice on instrument as appropriate | | | | |
| Homework | Online lessons – Focus on Sound Online Assessment – Listening and Vocabulary Composition preparation Individual performance practice | Online lessons – Focus on Sound Online Assessment – Listening and Vocabulary Composition preparation Individual performance practice | Online lessons – Focus on Sound Online Assessment – Listening and Vocabulary Composition preparation Individual performance practice | Online lessons – Focus on Sound Online Assessment – Listening and Vocabulary Exam style questions Extended writing practice | Online lessons – Focus on Sound Online Assessment – Listening and Vocabulary Exam style questions Extended writing practice |
| Cultural enrichment including Trips, Visits, Experiences, Extra-curricular | Pupils encouraged to take part in the weekly lunchtime co-curricular programme Weekly instrumental lesson with peripatetic teacher (those who opt in) Opportunity to participate in end of term performance evening | | | | |
| Literacy | Reading - interpreting exam questions, contextual study Writing - constructing exam answers Writing - lesson notes Writing - Peer assessment/feedback Writing - Rehearsal and Composition logs Talk - sharing opinions and ideas Talk - Discussion to describe music styles and features SPAG - new vocabulary (key words and definitions) | | | | |
| Numeracy | Pulse and rhythm Note values Working with time signatures Working with grids and tables Working with timings Triads Musical form and structure Velocity | | | | |
| CIAG | Regular references to the music industry in lessons/workshops Job roles and responsibilities Organisations within the music industry External visits and workshops as appropriate | | | | |