

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
Topic	Sound it Out	Feel the Beat	Tune up!	Strike the Right Chord	Build It
Knowledge	Introduction to: Musical Elements Western Instruments (Orchestra) World Instruments – aerophone, idiophone, membranophone, chordophone Voices and singing	Interpreting a rhythm grid Rhythmic notation Time signatures Form and Structure- Binary and Ternary, Verse/Chorus Pitch, tempo, dynamics, duration, texture, timbre,	Looking at melody and how successful melodies are put together How to listen analytically, including: How melodies move How melodies are constructed Scales and triads Major and Minor	Performance Skills – Ukulele, Voice and Keyboard Analysing and describing music accurately Using different notations to compose and perform Understanding how chords are constructed Structure – Verse/Chorus	Introduction to Ableton Audio Manipulation on Ableton -Use of samples -arrangement -fade in/out -use of basic effects - structure (Verse/Chorus, Rondo, Binary, Ternary)
Skills	Establishing classroom rules and expectations Introducing them to online systems for classwork and homework Listening, notation, ensemble and organisational skills Creating a graphic score (composition)	Establishing classroom routines for listening exercises Developing an analytical ear Describing music using musical vocabulary Singing/vocal skills Listening, notation, ensemble and organisational skills Group work Composition	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	Developing an analytical ear Describing music using musical vocabulary Singing/vocal Skills Listening, notation, ensemble and organisational skills Composition Ukulele, Keyboard and instrumental performance	Developing an analytical ear Describing music using musical vocabulary Singing/Vocal Skills Listening, notation, ensemble and organisational skills Composition/ Arranging Push Performances Working independently Working in pairs

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	Interpreting a graphic score for performance Performing as a whole class and in ensembles Singing/vocal skills Composition		Working as an ensemble/pair	Working independently Working as an ensemble	
Connections to previous learning	Students will build on any prior musical knowledge from their primary or home experience.	Baseline assessment to establish current understanding and previous music experience The assessment at the end of this unit will establish a clearer picture to inform future planning for pupils	Links to year 7 autumn 1 and autumn 2 Use of graphic scores, tab notation, notes on the staff, the musical elements, technical vocabulary	Links to previous learning in Autumn term - notation, rhythm skills, musical elements, different notations, performance and composition skills	Structural sections have been referred to throughout the academic year . DAW grids link to rhythm grids/notation used in Autumn term Listening and composition skills in each term have prepared students for this point
Assessment	Teacher, Peer and self-assessment of rehearsal process and final performance and/or compositions. Vocabulary test Words used in this topic will need to be defined and spelt correctly Listening Discussions and assessments Identify and describe how the musical features we are studying are used	Baseline assessment Short listening task Multiple choice questions to define key musical words Identify pitch and rhythm Listening assessment Identify and describe how the musical elements have been used in the given extract Vocab test Define the musical elements plus a variety of music Italian terms used to describe music Graphic Score interpretation Pair/small group performance of Whole class singing activity	Listening Assessment Pupils will listen to and analyse melodies. Questions will range from multiple choice to open and closed questions. Composition Pupils will work together in pairs/small groups to compose an original piece of music from a given/chosen stimuli. Vocabulary test Define and spell previous key words and terms plus additional new vocabulary Performance Assessment Pupils will perform a given keyboard piece linking to the pieces of music studied in this topic	Informal observation of performance skills Vocal, keyboard and rhythm work Listening Assessments Recognizing patterns, structural sections, how music changes (with specific reference to the elements of music) Composition Chord Progressions, Basic Melody writing,	Informal observation of performance skills Class vocal work and solo/paired Push unit performance Listening Assessments Recognizing patterns, structural sections, how music changes (with specific reference to the elements of music) Composition Arrangement, development of texture, use of textural and structural devices
Homework	'Me and My Music' Questionnaire Listening assessment Identify and describe how the musical elements have been used in the given extract Vocabulary test Words used in this topic will need to be defined and spelt correctly	Learning new vocabulary - Spellings and definitions Online Quizzes - Recap and PLC Composition Preparation tasks – Rhythm and Rhythm Grids Independent practice on instrument as appropriate	Learning new vocabulary - Spellings and definitions Online Quizzes - Recap and PLC Independent practice on instrument as appropriate	Online lessons/ Assessments (Homework) Basic intervals, Chords, Chords in Rock and Pop, Common Chord Progressions, 12 Bar Blues Chord Progression, Composing, PLC Learning new vocabulary - Spellings and definitions Independent practice on instrument as appropriate	Learning new vocabulary - Spellings and definitions Online Quizzes - Recap and PLC Independent practice on instrument as appropriate

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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 Live orchestra experience – National Youth Orchestra at Blackpool Tower Ballroom with Lancashire Music Hub				
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	Counting a steady pulse Pattern identification Grouping of patterns Introduction to some forms of notation using number and counting	Tempo- maintaining a steady pulse Increase in tempo Note values Time signatures Grouping note values Time management Counting in seconds Using grids	Tempo- maintaining a steady pulse Increase in tempo Note values Time signatures Grouping note values Time management Counting in seconds/beats per minute	Tempo- maintaining a steady pulse Increase in tempo Note values Time signatures Grouping note values Time management Counting in seconds/ Beats per minute Roman Numerals	Tempo- maintaining a steady pulse Increase in tempo Note values Time signatures Grouping note values Time management Counting in seconds Using grids
CIAG	Why do we study music? Role of... Composer, conductor, performer	Role of ... Community musician, workshop director External visits as appropriate	Role of... Composer, conductor, performer, the nature of a commission, musical director External visits as appropriate	Role of ... Band leader, music tutor, video producer, musicians	Role of... Music producer sound engineer, how music technology is used in a variety of careers External visits as appropriate

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Curriculum Area: Music

Year 8

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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
	Soundtracks	Making the Most of it: How music develops	Let's Dance
Knowledge	How music for film/tv... -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? -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? - repetition, gradual change, phase shift, melodic addition/subtraction, sequences, layers, diatonic harmony, retrograde, augmentation, diminution, etc	How Dance Music ... -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) - DJ Beat Matching skills
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 Pupils will work together in pairs/small groups to compose an original piece of music linking to the topic studied. Vocabulary test Define and spell previous key words and terms plus additional new vocabulary Performance Assessment	Listening Assessment Pupils will listen to and analyse music we study. Questions will range from multiple choice to open and closed questions. Composition Pupils will work together in pairs/small groups to compose an original piece of music linking to the topic studied. Vocabulary test Define and spell previous key words and terms plus additional new vocabulary Performance Assessment	Listening Assessment Pupils will listen to and analyse music we study. Questions will range from multiple choice to open and closed questions. Composition Pupils will work together in pairs/small groups to compose an original piece of music linking to the topic studied. Vocabulary test Define and spell previous key words and terms plus additional new vocabulary Performance Assessment

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	Pupils will perform a given keyboard piece linking to the pieces of music studied in this topic	Pupils will perform a given keyboard and percussion piece linking to the pieces of music studied in this topic	Pupils will perform a given keyboard and DJ task linking to the pieces of music studied in this topic
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, Beats per minute		
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, promoter, producer, music journalist, music critic, etc External visits as appropriate	Role of... Composer, conductor, performer, the nature of a commission, musical director External visits as appropriate

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.

	Autumn	Spring	Summer
Year 9	Blues and Jazz	Step it up	Mix It Up
Knowledge	Blues Scale, 12 Bar Blues, Blues notes Swing, Syncopation, AAB structure, Blues and Jazz instruments Improvisation Famous Blues and Jazz Artists	Sequencing Students will produce a performance by sequencing musical material on Ableton. They will use a variety of input techniques, including MIDI.	Audio Manipulation Students will remix a well-known song on Ableton There is the possibility of some students extending this by recording their own contributions on to the track.
Skills	Developing an analytical ear Describing music using musical vocabulary Listening, notation, ensemble and organisational skills Improvisation - Composition Keyboard and instrumental performance Working independently Working as an ensemble	Developing an analytical ear Describing music using musical vocabulary Listening, notation, ensemble and organisational skills Digital Composition Working independently Working with others	Developing an analytical ear Describing music using musical vocabulary Listening, notation, ensemble and organisational skills Digital Composition Working independently Working with others
Connections to previous learning	Year 7 – Tune up Year 7 – Sound it Out Year 7 – Strike the Right Chord Year 7 – Build it Year 8 – Making the Most of it	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	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 Year 9 – Step it up
Assessment	Learning new vocabulary - Spellings and definitions Online Quizzes - Recap and PLC 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		

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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 3 – Film Music Film Industry Musical Elements Devices and techniques	Coursework Focus Revision of content covered Own Choice composition draft Performance Preparation tasks	AoS 2 - Music for Ensemble Jazz and Blues Musical Theatre
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.	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.	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.	Texture (layers of sound/music and how this is manipulated) Sonority (instruments/voices and their function/features) Jazz and Blues Musical Theatre
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 – Feel the beat Year 7 – Strike the Right Chord Year 7 – Build it Year 7 – Telling the Story	Year 7 – Feel the beat Year 7 – Strike the Right Chord Year 7 – Build it Year 7 – Telling the Story	Year 7 – Telling the Story Year 7 – Build it Year 8 – Making the Most of it	ALL PREVIOUS KS3 WORK	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

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	Year 7 - Telling the Story Year 8 – Making the Most of it Year 8 – Power and Greatness Year 9 – Let’s Dance	Year 8 – Power and Greatness Year 8 – Words and Music Year 9 – Soundtracks Year 9 – Let’s Dance	Year 8 – Words and Music Year 8 – Making the Most of it Year 9 – Let’s Dance	Year 8 – Power and Greatness Year 9 - Soundtracks		Year 8 – Making the Most of it Year 8 – Power and Greatness Year 9 – Let’s Dance
Assessment						
Homework						
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular						
Literacy						
Numeracy	Pulse and rhythm, Note values, Working with time signatures, Working with grids and tables					
CIAG						

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 – Badinerie (JS Bach) Exam style practice Solo performance coursework preparation/recordings Own choice composition	AoS 3 – Film Music Exam style practice Set brief composition Ensemble performance preparation/recordings Set brief composition	AoS 4 – Rock and Pop Set work – Africa (Toto) Exam style practice Solo performance coursework preparation Own choice composition	AoS 2 – Music for Ensemble Exam style practice Set brief composition Ensemble performance preparation/recordings 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> .	The role of composer, orchestrator, arranger, performer, music editor, producer, etc in film music. The role of themes, leitmotif and underscoring.	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 Africa	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	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.

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	How to reflect on and improve a solo performance. How to reflect on and refine a composition.	How film music is created, developed and performed The impact of film music on an audience. How music technology is used in film music.	Detailed knowledge and understanding of the set work – Africa . How to reflect on and improve a solo performance. How to reflect on and refine a composition.	Musical Theatre	
Skills					
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 – 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 9 – Let’s Dance Year 10- AoS4 Popular 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
Assessment					
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 Exam style questions Extended writing 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					
Literacy					
Numeracy	Pulse and rhythm, Note values, Working with time signatures, Working with grids and tables				
CIAG					