



Long Term Plan - Music

Vision:

Music touches the very heart of our humanity and a sense of the wonder of music has touched human societies throughout history. Music education offers young people the chance to understand, perform and create in an aural dimension that often sits outside our capacity to describe in words. For many pupils, the music they love will be part of the narrative of their lives and bring colour to the experiences that shape them.

The aim of the Music Department is to provide an aspirational five year curriculum offer that seeks to enthuse, enrich, and engage all students in a wide range of Musical endeavours. Music is a universally inclusive language. The Music Department seeks to develop all learners of all ability levels and cultural backgrounds through performance, composition and aural appraisal of a range of musical styles.

The curriculum offer (inc. Extra-Curricular opportunities) is designed to be forward-thinking, developmental, career focussed and through our extensive links with external partners, prepares students for an independent leading role in the cultural & creative world in which they live. The curriculum should aim to reach those core 'human' experiences and ignite students wonder for the creative world.

	HT1	HT2	HT3	HT4	HT5	HT6	Threshold concepts
Year 7	<u>7.1a Rhythm & Metre</u> <u>(Samba)</u> Kodaly Rhythm Rhythm Names Rhythmic Notation Pulse & Metre Rehearsal Technique MAD T SHIRT	<u>7.1b Rhythm & Metre</u> <u>(Samba)</u> Additional Kodaly Metre/Pulse Time Signature Tempo Ensemble Techniques Rhythmic Dictation Rhythmic Composition	<u>7.2a Melody & Articulation</u> <u>(Instrumental Skills)</u> Instrumental Technique (Violin/Trumpet) Treble Clef Pitch Notation Dynamics Performance Directions Instruments of the Orchestra	<u>7.2b Melody & Articulation</u> <u>(Instrumental Skills)</u> Instrumental Technique (Violin/Trumpet) Treble Clef Pitch Notation Dynamics Performance Directions Instrumental Ensembles	<u>7.3a Melody & Texture</u> <u>(Classical Piano)</u> Introduction to the Keyboard Bass Clef Pitch Notation Chromatic Pitch Notation Solo Performance Rehearsal Technique Musical Analysis using MAD T SHIRT	<u>7.3b Melody & Texture</u> <u>(Classical Piano)</u> Instrumental Technique (Piano) Texture Analysing Structure Analysing Harmony	Students should have knowledge of... <ul style="list-style-type: none"> • Basic Instrumental technique across Samba, Keyboard & Trumpet/Violin • Solo practice technique • Ensemble Rehearsal Technique • Kodaly Rhythm patterns • Notated rhythm • Notated pitch at treble clef • Notes up to an octave • Basic Notation in Bass Clef • Singing Technique • Basic Score reading • Dynamic markings • Performance directions • Instruments of the orchestra • Tempo markings • Time Signatures
	<u>Singing for Success:</u> Abeeyo (Traditional) Preparation – Vocal Warmup Posture – Head to Toe Projection – breath and vocal control Call & Response Dynamics Diction / Oracy	<u>Singing for Success:</u> When the Saints Go Marching In (Traditional) General Melodic Shape Vocal Projection Dynamics Call & Response Dynamics Diction / Oracy	<u>Singing for Success:</u> Shake It Off (Taylor Swift) General Melodic Shape Vocal Projection Dynamics Rhythm Dynamics – encourage use of Italian terms Clear Diction	<u>Singing for Success:</u> Stitches (Shawn Mendes) Pitch Approximation / Retention Song Structure – recall / development from from 7.2a Dynamics / Vocal Projection Pitch / Melody Dynamics Diction / Oracy Improving Quality of Tone	<u>Singing for Success:</u> Do Re Mi (Rodgers & Hammerstein) Pitch really is the focus here. Singing within the Octave Articulation & Breath Control Dynamics Diction / Oracy	<u>Singing for Success:</u> Any Dream Will Do (Andrew Lloyd Webber) 2 Part Ensemble Singing Melody Diction / Oracy – particularly aah sounds Dynamics	
Year 8	<u>8.1a Harmony & Tonality</u> <u>(Protest Music)</u> Introduction to the Ukulele Introduction to Chords Chord Sequences Vocal Technique Holistic Performance Technique	<u>8.1b Harmony & Tonality</u> <u>(Protest Music)</u> Introduction to Songwriting Song Form Structure Melody Writing Generating Lyrics (Rhythm & Melody) Ensemble Performance	<u>8.2a Melody & Articulation</u> <u>(Instrumental Skills)</u> Intermediate Instrumental Technique (Violin/Trumpet) Treble Clef Pitch Notation Performance Directions Articulation Dynamics Extended Ensembles	<u>8.2b Melody & Articulation</u> <u>(Instrumental Skills)</u> Intermediate Instrumental Technique (Violin/Trumpet) Treble Clef Pitch Notation Performance Directions Articulation Dynamics Extended Instrumental Families	<u>8.3a Structure & Form</u> <u>(Film Music)</u> Introduction to Tonality Extended Keyboard Technique Melody & Accompaniment Texture Harmonic Analysis	<u>8.3b Structure & Form</u> <u>(Film Music)</u> Writing Chord Sequences Melody Writing Harmony Notes Passing Notes Composing to a brief	In addition to the knowledge from year 7 students should have knowledge of... <ul style="list-style-type: none"> • Developed ensemble techniques • Aural Instrumental Recognition – Instrumental Families, Traditional Percussion Instruments • Compositional Techniques • Musical Structures • Ledger Lines • Additional Musical Language related to knowledge learnt in Year 7 • Musical Scales • Music Technology – Composition & Software Functions • Melody writing



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	Singing for Success: Kye Kye Kule (Traditional) Simple Call and Response Syncopation Accuracy of Pitch Pitch Syncopation Articulation	Singing for Success: Three Spirituals (Traditional) Maintaining an independent musical line 2/3 part ensemble singing Pulse Chromatic Pitch shifts	Singing for Success: Fix You (Coldplay) Wider pitch range (heading towards chest/head voice) 2 (independent) part ensemble singing Dynamics Diction / Oracy	Singing for Success: King of Anything (Sara Bareilles) Musically Dependent Textures 3 part ensemble singing Accents / Bell Tones Accurate Pitch Diction / Oracy	Singing for Success: Circle of Life (Elton John) Maintaining an independent Supporting Musical part. Singing in an additional language Pronunciation Maintaining pulse	Singing for Success: When I Grow Up (Tim Minchin) 3 part dependent textures 3 part ensemble singing Musical Expression Rhythm Tempo Texture	
Year 9	<u>9.1a Melody & Texture</u> <u>(Madchester)</u> Extended Independent Rehearsal Skills Multi-Part Band Technique Instrument Specific Performance Techniques Independent Research Skills Musical Analysis using MAD T SHIRT	<u>9.1b Melody & Texture</u> <u>(Madchester)</u> Extended Independent Rehearsal Skills Multi-Part Band Technique Instrument Specific Performance Techniques Presentation Skills Musical Analysis using MAD T SHIRT	<u>9.2a Melody & Texture</u> <u>(Spooky Music)</u> 20 th Century Compositional Techniques <ul style="list-style-type: none">MinimalismSerialismDiscord Dissonance Full 5-finger piano technique Composing to a brief Combining Elements to meet a compositional brief		<u>9.3 MAD T SHIRT</u> <u>(Ten Pieces)</u> Students select one stimulus from the BBC Ten Pieces Programme and prepare an independent research presentation as well as a Music Technology enabled realisation of the piece. Independent Research & Presentation Skills Music Technology features using appropriate sequencing software. <ul style="list-style-type: none">RecordingStep InputMelodyDynamicsStructureHarmonyInstrumentationRhythmTexture		In addition to the knowledge from years 7 & 8 students should have knowledge of... <ul style="list-style-type: none">MAD T SHIRT – Analysis of Elements of Music using a range of musical adjectivesAural Analysis of Rhythm, Metre, Tempo, Melody, Texture, Dynamics and TonalityAural Instrumental Recognition – Instrumental FamiliesDevelopment of ensemble techniquesDevelopment of compositional techniquesLearning about intervals and triadsRevision of musical scales, key signatures, Kodaly sounds and rhythmic notationLearning about notes on and off the bass/treble clef stave
	Singing for Success Siyahamba (Traditional) 2 part harmony singing (see voiceworks arrangement)	Singing for Success: Swing Low, Sweet Chariot (Traditional) 2-part harmony singing – see voiceworks arrangement	Singing for Success: Viva la Vida (Coldplay) Wide pitch range 4 bar harmony accompanying melody		Singing for Success: Sing (Andrew Lloyd Webber) Fully realised vocal performance demonstrating a range of textures, timbres and dynamics. Students are able to make creative choices Full ensemble singing		



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Curriculum Intent

Year 7	Year 8	Year 9
<p>By the end of Year 7 students are able to rehearse and perform on their instrument using appropriate instrumental technique. This includes but is not limited to: bow hold, finger positions, embouchure, valve combinations, posture and correct vocal preparation & technique.</p> <p>They will be able to compose simple musical patterns using appropriate structures and vocal melody (speak singing) as well as demonstrate their compositional intent and context of the brief.</p> <p>Students will have an understanding of the Elements of Music using the MAD T SHIRT and Kodaly frameworks in order to demonstrate consistent identification of elements mostly using standard English with some application of technical musical adjectives. They will be able to analyse music with appropriate musical elements and demonstrate the ability to recall and explain information about the music.</p> <p>Students will have an appreciation of music from the Western Classical Tradition and Popular Music genres which underpin large parts of the programme of study for this year group. However, learning will include a range of musical examples from across a range of genres, styles and artists including LGBT and BAME artists.</p>	<p>By the end of Year 8 students are able to rehearse and perform increasingly difficult music on their instruments using appropriate technique including but not limited to: extended finger positions, increasing embouchure range and rhythmic & melodic improvising.</p> <p>They are able to compose music to a set brief using chord structures and melodic patterns including harmony and passing notes in addition to rhythmic and melodic improvisation. They will be able to demonstrate and explain their compositional intent and evaluate their work in the context of the set brief.</p> <p>Students have an understanding of the Elements of Music using the MAD T SHIRT and Kodaly frameworks in order to appraise elements mostly using some technical musical adjectives. They will be able to analyse a score with appropriate musical elements and demonstrate the ability to analyse and appraise information about the music.</p> <p>Students are able to use Music Technology to create, develop, edit and manipulate their ideas.</p> <p>Students will have an understanding of music from the Film Music, Popular Music and Traditional Music genres which underpin the programme of study for this year group. However, learning will include a range of musical examples from across a range of genres, styles and artists including LGBT and BAME artists.</p>	<p>By the end of Year 9 students are able to plan, rehearse and perform independently in a variety of settings including Jam-Hub Band, solo, duo and chamber ensemble. They are aware of the skills and resources required to undertake a task and can source rehearsal and performance material in order to meet a set performance brief on a selected instrument using appropriate techniques.</p> <p>They are able to compose and arrange music to a set brief using a variety of textures and improvisatory skills as well as their ability to manipulate harmonic and melodic material (chords and melody)</p> <p>Students can analyse the Elements of Music using the MAD T SHIRT framework in order to critically appraise elements consistently using technical musical adjectives. They will be able to analyse a multi-layered score with appropriate musical elements and demonstrate the ability to critically appraise information about the music.</p> <p>Students are able to use Music Technology to arrange, create, develop, edit and manipulate their ideas.</p> <p>Students will have an deep understanding of music from the Popular Music, Western Classical Tradition and Film Music genres which summarise the KS3 programme of study for this year group. However, learning will include a range of musical examples from across a range of genres, styles and artists including LGBT and BAME artists.</p>