



Subject 5 Year Plan: 2021-22 Music

Interleaving Key Subject Concepts:	Year 7	Year 8	Year 9	Year 10	Year 11
<p>We will build staff notation into the curriculum alongside lessons on keyboard skill.</p> <p>Semibreves Minims Crotchets Quavers Semiquavers Dotted crotchets/quavers Dotted quavers/semiquavers Treble clef Middle C to F Bass clef G to Middle C 3/4 and 4/4 C major/A minor and Cresc. and Decresc. and</p>	<p>Autumn Term HT1:</p> <p>Introduction to Music</p> <p>Singing – The OLSJ performer.</p> <p>Building trust and confidence.</p> <p>Quality audience.</p> <p>Singing in tune and with expression.</p> <p>Posture, breath control and projection.</p> <p>Singing in parts and as a round.</p> <p>Baseline Keyboard tests.</p> <p>Autumn Term HT2:</p> <p>Understand how the classroom keyboard is used and played.</p> <p>Practicing pieces of keyboard music to build skills and understanding of reading music and</p>	<p>Autumn Term HT1:</p> <p>Music Theory - Building bricks</p> <p>Notation</p> <p>Semibreves Minims Crotchets Quavers Semiquavers Dotted crotchets/quavers Dotted quavers/semiquavers Treble clef</p> <p>One ledger line</p> <p>Link rhythmic and melodic notation together.</p> <p>Sight reading basic melodic lines.</p> <p>Autumn Term HT2:</p> <p>Developing Keyboard Skills – Silent Night (Replaced by a recovery unit for 2021)</p>	<p>Autumn Term HT1:</p> <p>Exploring Blues Music and the Atlantic Salve trade.</p> <p>Understand how Blues music has African influences.</p> <p>Call and Response Spirituals Improvisation African Rhythms Chords – triads/root position/inversions Playing chord sequences 12 Bar Blues Major scales and Blues scales. Sharps and flats. Writing Blues Lyrics</p> <p>Autumn Term HT2:</p> <p>Developing Keyboard Skills –Jingle Bell Rock (Replaced by a recovery unit for 2021)</p>	<p>Autumn Term HT1:</p> <p>Advanced Music Theory and Introduction to Sibelius</p> <p>Autumn Term HT2:</p> <p>Unit 4: Introducing Composition Learning Aim A</p> <p>Unit 5: Introducing Performance, runs throughout this course with regular performances, progress checks, self-reflection and peer assessment.</p>	<p>Autumn Term HT1:</p> <p>Unit 2: Managing a Music Product learning aim B & C</p> <p>Autumn Term HT2:</p> <p>Unit 1: The Music Industry</p> <p>Exam Resit Completion of Unit 2 to run alongside</p>



<p>One ledger line Staccato Legato G major/E minor The Elements</p> <p>Tonality Major, minor, modal or atonal Texture/Instrumentation Instruments of the orchestra Typical band/ensemble set-up Traditional instruments 9 Metre/Rhythm/Tempo Beats in a bar Duration of notes Use of syncopation Speed Pitch High/Low</p>	<p>playing an instrument using correct posture, fingering and accuracy of pitch and rhythm.</p> <p>Understand the concept of piano fingering using the numbers 1-5. Find and play "Middle C" on a keyboard. Use supporting keyboard functions such as "Single Finger Chords" when performing left hand parts.</p>	<p>Playing keyboard music to build skills and understanding of reading music and playing an instrument using correct posture, fingering and accuracy of pitch and rhythm.</p> <p>Understand the concept of piano fingering using the numbers 1-5. Find and play "Middle C" on a keyboard. Use supporting keyboard functions such as "Single Finger Chords" when performing left hand parts. Play in time to an accompanying beat. Play full chords in the left hand.</p>	<p>Develop previous keyboard skills. Play a melody in $\frac{3}{4}$ with a focus on legato phrasing.</p> <p>Find and play "Middle C" on a keyboard. Use supporting keyboard functions such as "Single Finger Chords" when performing left hand parts. Play in time to an accompanying beat. Play full chords in the left hand.</p>		
<p>Harmony Primary chords Consonant, dissonant and extended harmony</p>	<p>Spring Term HT1: I've Got Rhythm Exploring rhythms used in music from different times and places.</p>	<p>Spring Term HT1 &2: Off-Beat and Syncopation Exploring the origins of Reggae music from</p>	<p>Spring Term HT1 Dance Music Exploring rhythm, chords and metre in a variety of different types, styles and genres of dance music.</p>	<p>Spring Term HT1: Unit 4: Introducing Composition Learning Aim B & C</p>	<p>Spring Term HT1: Unit 5: Introducing Performance</p>



<p>Dynamics Volume, articulated using English or Italian words</p> <p>The main themes that run through every year are Rhythm and Metre</p> <p>Harmony and Tonality</p> <p>Melody and Texture</p> <p>Timbre and Dynamics</p> <p>Structure and Form</p>	<p>Studying recorded and notated rhythms.</p> <p>Performing rhythms on different sound sources.</p> <p>Improvising rhythms.</p> <p>Pupils will explore pulse, beat, ostinato, cyclic and polyrhythms, note duration and rhythm grid notation.</p> <p>Spring Term HT2: Folk Music</p> <p>Pupils will explore the folk music tradition. Instrumentation, harmony and accompaniments, use of pedal, drones, ostinato and chord patterns, Chords as Triads, Broken Chords, Arpeggios and Alberti Bass patterns. to (root, third, fifth).</p> <p>Studying <i>"The Wellerman"</i> Sea Shanty , pupils sing and perform the melody and add different forms of Musical accompaniment</p>	<p>Mento, Ska and Rock Steady</p> <p>Exploring the textural elements that make up a Reggae song: bass line riffs, melodic hooks, offbeat chords, syncopated rhythms and the vocal melody line.</p> <p>Extending harmonic language through constructing chords I, II, IV and V in F Major.</p> <p>Know and understand the importance of the weaker or "offbeats" in reggae music Perform a rhythmic backing on the weak or "offbeats" Aurally identify the bass line in reggae music and perform reggae bass lines with support Understand what a riff, or a hook is and how this contributes to the overall texture of reggae music. Perform reggae hooks</p>	<p>Exploring the characteristic musical features of dance music from different times and places, pupils will understand the important connection between the steps, movement and formation of the dance and how these are inter- related within musical features such as time, metre, rhythms and chords in the music.</p> <p>Composing and promoting a Club Dance track. From simple marches in 2/4 time, to waltzes in 3/4 time, The Baroque Dance Suite to Latin Dance: The Tango, from Country and Western music that accompanies American Line Dance to Irish Folk Music used for the Irish Jig and Reel and modern improvised dance music such as Disco and Club Dance.</p>	<p>Spring Term HT2:</p> <p>Unit 1: The Music Industry</p>	<p>Spring Term HT2:</p> <p>Unit 5: Introducing Performance</p>
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	<p>patterns and a Counter Melody using different intervals before creating their own Musical Arrangement.</p> <p>knowledge of performing Chords in different Accompaniment patterns on either keyboard/piano, guitar or ukulele.</p>	<p>along with a beat Create, rehearse, refine and perform an arrangement of a reggae song with awareness of the different textural layers</p>	<p>The emphasis throughout the unit is on the characteristic rhythms, time signatures and metre (simple and compound time) and use of chords (primary and seventh chords) in a range of dance music from different times and places.</p> <p>Spring Term HT2: Music and the Moving Image</p> <p>Exploring the purpose of film music.</p> <p>Understanding Leitmotifs and how the elements of music can be changed to suit different on-screen situations.</p> <p>Exploring sequencing and motifs, mood and sound effects.</p> <p>Understanding the structure and form of film music composition.</p>		
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			<p>How music can enhance the visual images and dramatic impact of film.</p> <p>How timing is a crucial factor in the composition and performance of music for film.</p> <p>How to create an effective musical narrative for a film scene, using appropriate techniques to create an intended effect.</p>		
	<p>Summer Term HT1:</p> <p>Instruments of the Orchestra Peter and the Wolf Benjamin Britten's Young Person's Guide to the Orchestra Identifying musical instruments visually and aurally. Understanding why instruments are grouped into the orchestral families and aurally identifying these. Exploring Timbre Texture</p>	<p>Summer Term HT1:</p> <p>Saharan Sounds</p> <p>Exploring rhythmic musical features and devices used in African music, particularly the African drumming tradition of West Africa.</p> <p>Exploring different African Drum performance techniques and its effect on the timbre.</p> <p>Perform and compose through improvising simple rhythms,</p>	<p>Summer Term HT1:</p> <p>Samba</p> <p>Exploring the polyrhythmic style of Latin-American Samba. This unit revises and revisits key concepts around rhythm, beat and pulse from pupil's learning including features such as polyrhythms, cyclic rhythms, syncopation, ostinato and call and response. Understand the connection between Samba and carnival</p>	<p>Summer Term HT1:</p> <p>Unit 1: The Music Industry</p> <p>Summer Term HT2:</p> <p>Unit 2: Managing a Music Product learning aim</p> <p>Research and preparation and learning aim A</p>	



	<p>Instrumentation Bands/Orchestra/ Ensemble</p> <p>Links to notation and reading basic melodic lines.</p> <p>Understanding programme music and leitmotifs.</p> <p>Pupils will recreate Prokofief's Peter and the Wolf as a class.</p> <p>Summer Term HT2:</p> <p>Form and Structure</p> <p>Explores "Form and Structure" in music and why Form and Structure is important. Through performing, composing, improvising and listening and</p>	<p>repetition and cyclic rhythms polyrhythms and call and response.</p> <p>Discovering African musical instruments and the different timbres and sonorities that these produce before combining their learning of cyclic and polyrhythms, syncopation and call and response into an African-inspired piece. Single line rhythm notation and note values.</p> <p>Summer Term HT2:</p> <p>Video Game Music</p> <p>Exploring Character Themes (Leitmotifs) in computer and video game music. Programme music, how music creates a sense of time and place.</p>	<p>Understand and use basic rhythmic features such as ostinato and cyclic rhythms when performing Samba</p> <p>Perform basic simple rhythmic parts within a group percussion ensemble <i>e.g. Surdo or Shaker parts.</i></p> <p>Perform as a large ensemble showing some awareness of other roles within the group and the importance of the Sambista</p> <p>Know that the "Groove" section is the 'main' recurring part within a piece of Samba</p> <p>Create basic rhythmic improvisations within a given structure showing some sense of effect</p> <p>Summer Term HT2:</p> <p>Song Writing</p> <p>Exploring poplar songs with a focus on hooks and riffs, popular song structure and the various</p>		
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	<p>appraising, pupils then explore four different musical structures: Question and Answer Phrases, Binary Form, Ternary Form and Rondo Form.</p>	<p>Explore ways in which Character Themes can be developed. Melody writing looking at jumping bass lines, staccato articulation, chromatic movement and syncopation are included as musical knowledge through composing and performing tasks.</p>	<p>difference components/sections within, Melodic Motion (Conjunct and Disjunct Motion) and Lyrics.</p> <p>Performing simple parts such as basic riffs of well-known songs on their own and in unison. Performing a simple part within a group arrangement of a popular song <i>e.g. a single chorus</i> from a Lead Sheet Use the words “Step” and “Leap” when describing melodic motion.</p> <p>Identify some common instruments used within popular songs. Demonstrate an understanding of Lead Sheets as a form of musical notation following basic lyrics and chords.</p>		
<p>KS3 National Curriculum</p>			<p>KS4 National Curriculum</p>		



The national curriculum for music aims to ensure that all pupils:

- ✓ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- ✓ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- ✓ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. Attainment targets By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.
- ✓ Music – key stage 3 2 Subject content Key stage 3 Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate

Btec Music Specification

Unit 1: Music and the Industry External Exam

Learning Aims:

A understand different types of organisations that make up the music industry

Learners should know about different types of organisations in the music industry and the type of work each undertakes.

B understand job roles in the music industry.

Job roles from different areas of the music industry and the responsibilities of each role. Who is responsible for what activity, why and how are things done and what are the advantages and disadvantages of relying on individuals for individual services in relation to the key stages of the production timeline.

Unit 2: Managing a Music Product

Learning Aims:

A plan, develop and deliver a music product

B promote a music product **C** review the management of a music product.

Pupils will work collaboratively with a team of peers to prepare for the production of the work. During the initial stages of the planning process they will need to consider the factors that affect



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and understand a wide range of musical contexts and styles. Pupils should be taught to:

- ✓ play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- ✓ improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- ✓ use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- ✓ 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
- ✓ listen with increasing discrimination to a wide range of music from great composers and musicians
- ✓ develop a deepening understanding of the music that they perform and to which they listen, and its history

the nature of the recording or online product as well as technical and logistical requirements and constraints

Unit 4: Introducing Composition

Learning Aims:

A explore creative stimuli to meet a brief

B develop, extend and shape music for performances **C** present compositions appropriately.

Pupils will develop a portfolio of ideas, some of which will be developed, and one of which will be completed. They will discover a range of compositional techniques and produce contrasting musical ideas to develop their compositional expertise. They will be introduced to ways to extend, develop and shape music that suits different situations.

Pupils will be encouraged to find their own creative routes through the compositional process and ultimately begin to develop their own creative voice.

Unit 5: Introducing Performance

Learning Aims:

A develop your music performance skills and review your own practice

B use your music performance skills within rehearsal and performance.

Musicians need to be able to perform both confidently and accurately to an audience with a level of expression and



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		<p>interpretation in their work. Over the course of this unit, pupils will explore skills and make decisions as they prepare for performance.</p> <p>Planning and practising are both vital parts of a successful performance and pupils will be expected to organise their time effectively.</p> <p>They will work with a specialist teacher to improve technique and will keep a practice/production log that details how they have improved over the duration of the unit.</p>
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