



## Subject 5 Year Plan: Music

Interleaving Key	Year 7	Year 8	Year 9	Year 10	Year 11
<p><b>Subject Concepts:</b></p> <p>We will build notation into the curriculum.</p> <p>MAD TSHIRT Melody Articulation Dynamics Texture Structure and Form Harmony &amp; Tonality Instrumentation / Timbre Rhythm &amp; Metre Time Signatures Tempo Using correct terminology - both in English or Italian</p>	<p><b>Autumn Term 1:</b> Introduction to Singing Key Themes:</p> <p>Breathing, warm-ups, posture, singing as an ensemble, musicianship, soloist, duet, trio, elements of music, note lengths. Develop MADTSHIRT (Melody, Articulation, Dynamics, Tonality, Structure, Harmony, Instrumentation, Rhythm &amp; Time Signatures, Texture)</p>	<p><b>Autumn Term 1:</b> Four Chord Song Key Themes:</p> <p>Chords, major, minor, medley, melody. Playing chords with melodic accompaniment, through either singing or playing on the keyboard. Composing and putting ideas together either through live music or using computers and recording ideas. Medley/mashup. Develop MADTSHIRT</p>	<p><b>Autumn Term 1:</b> Blues &amp; Jazz Key Themes:</p> <p>Chords, 12 Bar Blues, structure, walking bass line, melody. Playing chords with melodic accompaniment. Composing and putting ideas together either through live music or using computers and recording ideas. Develop MADTSHIRT skills throughout all topics as necessary.</p>	<p><b>Autumn Term 1&amp;2:</b> Performance: Key Themes:</p> <p>Breathing, warm-ups, posture, singing as an ensemble, musicianship, soloist, duet, trio, elements of music, note lengths. Chords, tab, note lengths, reading and playing from sheet music, performance and listening. Working as an ensemble to create a performance. Instrumental techniques and skills.</p>	<p><b>Autumn Term 1&amp;2:</b> Performance: Key Themes:</p> <p>Breathing, warm-ups, posture, singing as an ensemble, musicianship, soloist, duet, trio, elements of music, note lengths. Chords, tab, note lengths, reading and playing from sheet music, performance and listening. Working as an ensemble to create a performance. Instrumental techniques and skills.</p>
	<p><b>Assessment:</b></p> <p>How well can you sing as a member of a group? Ongoing assessment of skills, pupils will complete a final performance at the end of the topic.</p>	<p><b>Assessment:</b></p> <p>How well can you create a medley using chords and melodies? Ongoing assessment of skills, pupils will complete a final performance at the end of the topic.</p>	<p><b>Assessment:</b></p> <p>How well can you play the key concepts of blues music? How has the Blues been used effectively in popular music? Ongoing assessment of skills, pupils will complete a final performance at the end of the topic.</p>	<p><b>Assessment:</b></p> <p>Solo Performance - Ongoing assessment of skills, pupils will complete a final performance at the end of the topic.</p>	<p><b>Assessment:</b></p> <p>Solo Performance - Ongoing assessment of skills, pupils will complete a final performance at the end of the topic.</p>
	<p><b>Autumn Term 2:</b> Melodies &amp; Notation Key Themes:</p> <p>Note lengths, treble clef, notes on the keyboard and stave, melody and accompaniment, performance and listening. Hand position, note lengths and notes on the stave, playing from written notation, working independently and in pairs.</p>	<p><b>Autumn Term 2:</b> Melodies &amp; Notation Key Themes:</p> <p>Note lengths, treble clef, notes on the keyboard and stave, melody and accompaniment, performance and listening. Hand position, note lengths and notes on the stave, playing from written notation, working independently and in pairs.</p>	<p><b>Autumn Term 2:</b> Melodies &amp; Notation Key Themes:</p> <p>Note lengths, treble clef, notes on the keyboard and stave, melody and accompaniment, performance and listening. Hand position, note lengths and notes on the stave, playing from written notation, working independently and in pairs.</p>	<p><b>Autumn Term 2:</b> Composition: Key Themes:</p> <p>Rhythms (note lengths, syncopation), melody (understanding pitch). Harmony (understanding how to create chords and turn them in to a structure. Note lengths, treble, bass and alto clef, notes on the keyboard and stave, melody and accompaniment, performance and listening. Hand position, note lengths and notes on the stave, playing from written notation, working independently and in pairs.</p>	<p><b>Unit 2: Managing a Music Product</b> Research and preparation learning Aim: A, B &amp; C</p>



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<p><b>Assessment:</b></p> <p>How well can you play from a piece of notation on the piano? Ongoing assessment of skills, pupils will complete a final performance at the end of the topic.</p>	<p><b>Assessment:</b></p> <p>How well can you play from a piece of notation on the piano? Ongoing assessment of skills, pupils will complete a final performance at the end of the topic.</p>	<p><b>Assessment:</b></p> <p>How well can you play from a piece of notation on the piano? Ongoing assessment of skills, pupils will complete a final performance at the end of the topic.</p>	<p>notation, working independently and in pairs.</p> <p><b>Assessment:</b></p> <p>Various Composition Tasks - Ongoing assessment of skills, pupils will complete a final composition at the end of the topic.</p> <p><b>Listening &amp; Appraising:</b></p> <p><b>Key Themes:</b></p> <p>Learning key terms and recap basic knowledge for writing music - look at set works in detail, rock and pop styles (revisiting Blues from KS3) strophic form, 32 bar song form, verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros, backing tracks, improvisation. Walking talking listening questions to cover expectations of listening exam. Talk through questions and discuss theory behind it as necessary. binary, ternary and rondo forms repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/ arpeggio, melodic and rhythmic motifs, simple chord progressions Layering further examples of imitation, chromatic movement and dissonance in harmonic work, leitmotifs, thematic transformation of ideas Monophonic, homophonic, unison, chordal, melody and accompaniment</p>
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<p><b>Spring Term 1:</b> <b>Melodies &amp; Notation 2</b> Key Themes: Note lengths, treble clef, notes on the keyboard and stave, melody and accompaniment, performance and listening. Hand position, note lengths and notes on the stave, playing from written notation, working independently and in pairs. Develop MADTSHIRT skills throughout all topics as necessary.</p>	<p><b>Spring Term 1:</b> <b>Music Through The Ages</b> Key Themes: Playing a ground bass with different melodic ideas in the right-hand. Composing and putting ideas together either through live music or using computers and recording ideas. Develop MADTSHIRT skills throughout all topics as necessary.</p>	<p><b>Spring Term 1:</b> <b>Variations 1</b> Key Themes: Chords, melody, rhythm, note lengths, treble and bass clef, tab for guitar, key signature, tonality and scales (major/minor), notes on the keyboard and stave, melody and accompaniment, performance and listening. Hand position, playing from and writing music using notation, working independently and in pairs. Composing and putting ideas together either through live music or using computers and recording ideas. Develop MADTSHIRT skills throughout all topics as necessary.</p>	<p><b>Spring Term 1&amp;2:</b> <b>Performance:</b> Key Themes: Breathing, warm-ups, posture, singing as an ensemble, musicianship, soloist, duet, trio, elements of music, note lengths. Chords, tab, note lengths, reading and playing from sheet music, performance and listening. Working as an ensemble to create a performance. Instrumental techniques and skills. <b>Assessment:</b> Group Performance - Ongoing assessment of skills, pupils will complete a final performance at the end of the topic.</p>	<p><b>Spring Term 1&amp;2:</b> <b>Performance:</b> Key Themes: Breathing, warm-ups, posture, singing as an ensemble, musicianship, soloist, duet, trio, elements of music, note lengths. Chords, tab, note lengths, reading and playing from sheet music, performance and listening. Working as an ensemble to create a performance. Instrumental techniques and skills. <b>Assessment:</b> Solo Performance - Ongoing assessment of skills, pupils will complete a final performance at the end of the topic.</p>
<p><b>Assessment:</b> How well can you play from a piece of notation on the piano? Ongoing assessment of skills, pupils will complete a final performance at the end of the topic.</p>	<p><b>Assessment:</b> How well can you perform and adapt an existing melody line over a chord structure? Ongoing assessment of skills, pupils will complete a final performance at the end of the topic.</p>	<p><b>Assessment:</b> How can we create a set of variations to an existing or created melody to help develop our musical ideas?</p>	<p><b>Composition:</b> Key Themes: Rhythms (note lengths, syncopation), melody (understanding nitch)</p>	<p><b>Unit 2: Managing a Music Product Research and preparation</b> Learning Aims: A, B, C</p>



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<p><b>Spring Term 2:</b> <b>Around the World</b> Key Themes:</p> <p>Note lengths, treble clef, notes on the keyboard and stave, melody and accompaniment, performance and listening. Hand position, note lengths and notes on the stave, playing from written notation, working independently and in pairs/groups. Develop MADTSHIRT skills throughout all topics as necessary.</p>	<p><b>Spring Term 2:</b> <b>Britpop</b> Key Themes:</p> <p>Performing music from different dance and being exposed to different styles of dance music over time. Composing and putting ideas together either through live music or using computers and recording ideas. Develop MADTSHIRT skills throughout all topics as necessary.</p>	<p><b>Spring Term 2:</b> <b>Variations 2</b> Key Themes:</p> <p>Chords, melody, rhythm, note lengths, treble and bass clef, tab for guitar, key signature, tonality and scales (major/minor), notes on the keyboard and stave, melody and accompaniment, performance and listening. Hand position, playing from and writing music using notation, working independently and in pairs. Composing and putting ideas together either through live music or using computers and recording ideas. Develop MADTSHIRT skills throughout all topics as necessary.</p>	<p>(understanding pitch). Harmony (understanding how to create chords and turn them in to a structure. Note lengths, treble, bass and alto clef, notes on the keyboard and stave, melody and accompaniment, performance and listening. Hand position, note lengths and notes on the stave, playing from written notation, working independently and in pairs. <b>Assessment:</b> Various Composition Tasks &amp; start Free Composition - Ongoing assessment of skills, pupils will complete a final composition at the end of the topic.</p>	<p>Learning Aim: A, B &amp; C</p>
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<p><b>Assessment:</b></p> <p>Which has been your favourite type of world music? How could you improve your performance? Ongoing assessment of skills, pupils will complete a final performance at the end of the topic.</p>	<p><b>Assessment:</b></p> <p>Which has been your favourite Britpop artist/band? How can you improve your favourite performance/composition of this topic?</p>	<p><b>Assessment:</b></p> <p>How can we create a set of variations to an existing or created melody to help develop our musical ideas?</p>	<p><b>Listening &amp; Appraising:</b></p> <p><b>Key Themes:</b></p> <p>Learning key terms and recap basic knowledge for writing music - look at set works in detail, rock and pop styles (revisiting Blues from KS3) strophic form, 32 bar song form, verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros, backing tracks, improvisation. Walking talking listening questions to cover expectations of listening exam. Talk through questions and discuss theory behind it as necessary. binary, ternary and rondo forms repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/ arpeggio, melodic and rhythmic motifs, simple chord progressions Layering further examples of imitation, chromatic movement and dissonance in harmonic work, leitmotifs, thematic transformation of ideas Monophonic, homophonic, unison, chordal</p>
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<p><b>Summer Term 1:</b> <b>Musicals</b> <b>Key Themes:</b> Note lengths, treble clef, notes on the keyboard and stave, melody and accompaniment, performance and listening. Hand position, note lengths and notes on the stave, playing from written notation, working independently and in pairs/groups. Develop MADTSHIRT skills throughout all topics as necessary.</p>	<p><b>Summer Term 1:</b> <b>Film Music</b> <b>Key Themes:</b> Diegetic and non-diegetic music, underscoring, themes, silent movies, note lengths, reading and playing from sheet music, performance, composition and listening. Performing themes from film music (e.g., John Williams) and composing music to accompany scenes. Working independently and in pairs or groups to create a performance or composition. Chords, structure, note lengths, reading and playing from sheet music, performance, composition and listening. Performing different types of music examples of songs from different film genre, looking at the structure and style of these. Composing their own songs and putting ideas together either through</p>	<p><b>Summer Term 1:</b> <b>Band Song writing 1</b> <b>Key Themes:</b> Chords, structure, verse, chorus, middle 8, tab, note lengths, reading and playing from sheet music, performance, composition and listening. Performing different types of music examples of songs from different genre, looking at the structure and style of these. Composing their own songs and putting ideas together either through live music or using computers and recording ideas. Develop MADTSHIRT skills throughout all topics as necessary.</p>	<p><b>Summer Term 1&amp;2:</b> <b>Performance:</b> <b>Key Themes:</b> Breathing, warm-ups, posture, singing as an ensemble, musicianship, soloist, duet, trio, elements of music, note lengths. Chords, tab, note lengths, reading and playing from sheet music, performance and listening. Working as an ensemble to create a performance. Instrumental techniques and skills. <b>Assessment:</b> Solo Performance - Ongoing assessment of skills, pupils will complete a final performance at the end of the topic.</p>
<p><b>Assessment:</b> How well can you perform a piece of music from a musical? Ongoing assessment of skills, pupils will complete a final performance at the end of the topic.</p>	<p><b>Assessment:</b> What makes a successful film theme/film music? Ongoing assessment of skills, pupils will complete a final performance at the end of the topic.</p>	<p><b>Assessment:</b> How can we write a successful pop song? How can you perform successfully as a group? Ongoing assessment of skills, pupils will complete a final performance at the end of the topic.</p>	<p><b>Composition:</b> <b>Key Themes:</b> Rhythms (note lengths, syncopation), melody (understanding pitch). Harmony (understanding how to create chords and turn them in to a structure. Note lengths, treble, bass and alto clef, notes on the keyboard and stave, melody and accompaniment, performance and listening. Hand position, note lengths and notes on the</p>



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<p>Summer Term 2: <b>Band Project 1</b> Key Themes: Chords, tab, note lengths, reading and playing from sheet music, performance and listening. Working as an ensemble to create a performance. Instrumental techniques and skills. Develop MADTSHIRT skills throughout all topics as necessary.</p>	<p>Summer Term 2: <b>Band Project 2</b> Key Themes: Chords, tab, note lengths, reading and playing from sheet music, performance, composition and listening. Working as an ensemble to create a performance. Instrumental techniques and skills.</p>	<p>Summer Term 2: <b>Band Song writing 2</b> Key Themes: Chords, structure, verse, chorus, middle 8, tab, note lengths, reading and playing from sheet music, performance, composition and listening. Performing different types of music examples of songs from different genre, looking at the structure and style of these. Composing their own songs and putting ideas together either through live music or using computers and recording ideas. Develop</p>	<p>note lengths and notes on the staff, playing from written notation, working independently and in pairs. <b>Assessment:</b> Free Composition - Ongoing assessment of skills, pupils will complete a final composition at the end of the topic.</p> <p><b>Listening &amp; Appraising:</b> Key Themes: Learning key terms and recap basic knowledge for writing music - look at set works in detail, rock and pop styles (revisiting Blues from KS3) strophic form, 32 bar song form, verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros, backing tracks, improvisation. Walking talking listening questions to cover expectations of listening exam. Talk through questions and discuss theory behind it as necessary. binary, ternary and rondo forms repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/ arpeggio, melodic and rhythmic motifs, simple chord progressions Layering further examples of imitation, chromatic movement and dissonance in harmonic work, leitmotifs, thematic transformation of ideas Monophonic, homophonic, unison, chordal, melody and accompaniment</p>
<p><b>Assessment:</b> How well can you perform as a member of a band? Ongoing assessment of skills, pupils will complete a final performance at the end of the topic.</p>	<p><b>Assessment:</b> How well can you perform as a member of a band? Ongoing assessment of skills, pupils will complete a final performance at the end of the topic.</p>	<p><b>Assessment</b> How can we write a successful pop song? How can you perform successfully as a group? Ongoing assessment of skills, pupils will complete a final performance at the end of the topic.:</p>	



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