

## **Curriculum Planning Music**

### ***Long Term Planning***

#### **Rationale**

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development.

As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school and the wider world.

The teaching of music develops pupils' ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of music making, both individual and communal, developing a sense of group identity and togetherness.

As an inclusive school the arts are a valuable means of developing confidence and communication skills, and facilitating expression, ideas and feelings. In addition, through purposeful, imaginative and creative activities, pupils learn to take managed risks, trying out new ideas and new ways of working without fear of failure.

#### **Intent**

By the time a student leaves TMWS they will have been able to:

- take peripatetic lessons in an instrument of their choice
- perform as part of a group including percussion ensemble, guitar ensemble, string ensemble, brass ensemble, keyboard ensemble or choir
- perform music in solo, duet and larger group settings
- perform in a variety of venues including church, outdoor, and larger venues
- learn how to use music technology software to record, edit, and develop their work
- study how to compose music and create several pieces of their own work
- study the work of famous composers from throughout music history and look at the development of music and musical instruments since the medieval period
- study music theory throughout Key Stage 3, and in greater depth at KS4 should they choose music at GCSE level
- develop an appreciation of music by learning how to critically listen to music, analyse and understand how music works
- experience music in both live and recorded form, with enrichment from visiting live performances where appropriate

#### **Assessment**



At KS3, students are assessed at the end of each unit by a variety of performance tasks as a soloist, small group and whole class performances. Feedback is regularly given throughout practice time as well as following performance recordings.

## Foundation Learning

Foundation Learners receive adapted access to the mainstream Music curriculum which is delivered by Daniel Clarke. The same topics are covered but the required level of performance will be adapted to suit the individual needs of our foundation learners.

## Long term planning grid

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Building Bricks	Keyboard Skills	I've Got Rhythm	Form and Structure	Sonority City	Folk Music
8	Hooks and Riffs	Reggae / Off Beat	Variations	All That Jazz	All About the Bass	Saharan Sounds
9	Dance Music	Dance Music	Sound Tracks	New Directions	Samba	What makes a
10	Eduqas GCSE Music	Eduqas GCSE Music	Eduqas GCSE Music	Eduqas GCSE Music	Eduqas GCSE Music	Eduqas GCSE Music
11	Eduqas GCSE Music	Eduqas GCSE Music	Eduqas GCSE Music	Eduqas GCSE Music		

## Medium Term Planning

YEAR	7
TOPIC	Building Bricks
DURATION	Autumn First Half Term
OBJECTIVES	<ul style="list-style-type: none"> <li>Understand and recognise the Elements of Music: <b>PITCH, TEMPO, DYNAMICS, DURATION, TEXTURE, TIMBRE</b> or <b>SONORITY, ARTICULATION, SILENCE.</b></li> <li>Draw on the Elements of Music as a resource when composing, creating and improvising and use the Elements of Music effectively when performing and singing.</li> </ul>



	<ul style="list-style-type: none"><li>Recognise the Elements of Music when listening to and appraising music from different times and different places.</li></ul>
ASSESSMENT	At the end of each unit students will submit a performance based assessment and complete a listening test.
LESSON OVERVIEW	<ol style="list-style-type: none"><li>1. Introduce elements of music</li><li>2. Introduce graphic score</li><li>3. Composition with elements</li><li>4. Composition with elements</li><li>5. Performance</li><li>6. Assessment &amp; Baseline Test</li></ol>

YEAR	7
TOPIC	Keyboard Skills
DURATION	Autumn Second Half Term
OBJECTIVES	<ul style="list-style-type: none"><li>Understand how the classroom keyboard is used and played</li><li>Practicing pieces of keyboard music to build skills and understanding of reading music and playing an instrument using correct posture, fingering and accuracy of pitch and rhythm</li><li>Understand the importance of “warming-up” before playing a keyboard or piano and the concept of piano fingering (1-5)</li><li>Explore different keyboard instruments from different times and places.</li></ul>
ASSESSMENT	This unit is not formally assessed by test but is continually assessed with teacher feedback
LESSON OVERVIEW	<ol style="list-style-type: none"><li>1. Exploring the keyboard</li><li>2. Exploring Finger technique and scales</li><li>3. Treble Clef notes and positions</li><li>4. Exploring Black Keys, sharps and flats</li><li>5. Using the Left Hand</li><li>6. Independent practice / Seasonal Music</li></ol>



YEAR	7
TOPIC	I've Got Rhythm
DURATION	Spring Term First Half
OBJECTIVES	<ul style="list-style-type: none"><li>• Understand that pulse is a fundamental upon which music is built and performed.</li><li>• Develop a feeling for and an awareness of a regular pulse in music from different times and places.</li><li>• Distinguish between pulse/beat and rhythm.</li><li>• Develop and understanding of note values in terms of duration, bars and simple time signatures.</li></ul>
ASSESSMENT	Listening assessment and performance assessments throughout the unit.
LESSON OVERVIEW	<ol style="list-style-type: none"><li>1. Exploring pulse and accents</li><li>2. Exploring Grid Notation</li><li>3. Polyrhythms and Ostinato</li><li>4. Junk Percussion &amp; Curry House Rhythms</li><li>5. Rhythms of the Underground</li><li>6. Exploring Kitchen Rhythms</li></ol>

YEAR	7
TOPIC	Form and Structure
DURATION	Spring Term Second Half
OBJECTIVES	<ul style="list-style-type: none"><li>• Understand what Form and Structure is in music.</li><li>• Understand what Question and Answer, Binary, Ternary and Rondo Forms are in music.</li><li>• Recognise the differences between music based on different Forms and Structures.</li><li>• Know how to label or identify different sections within a complete piece of music.</li><li>• Recognise that music with a recurring or repeated section provides familiarity to the listener.</li><li>• Recognise why Form and Structure is important in music.</li></ul>
ASSESSMENT	Skills demonstrated during each section of learning. Assessed composition at end of unit.



LESSON OVERVIEW	<ol style="list-style-type: none"> <li>1. Exploring Form and Structure, Question and Answer Phrases</li> <li>2. Binary Form</li> <li>3. More Binary Form</li> <li>4. Ternary Form</li> <li>5. Rondo Form</li> <li>6. Composing in a set form.</li> </ol>
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YEAR	7
TOPIC	Sonority City
DURATION	Summer Term First Half
OBJECTIVES	<ul style="list-style-type: none"> <li>• Learn about the layout and structure of the symphony orchestra.</li> <li>• Develop an understanding of musical instruments and how they are played, the families/sections, construction , different sound production methods and characteristic timbres/sonorities.</li> <li>• Perform on orchestral instruments (where possible) or use orchestral tones/voices/sounds from keyboards as part of a 'class orchestra' with an awareness of the experience of 'performing together' as an ensemble and the roles of different instrumental parts and textural layers on the music as a whole.</li> <li>• Learn about the origins and uses of fanfares.</li> </ul>
ASSESSMENT	Skills demonstrated during each section of learning. Assessed composition at end of unit.
LESSON OVERVIEW	<ol style="list-style-type: none"> <li>1. The Orchestra</li> <li>2. String Family &amp; Woodwind Family</li> <li>3. Brass Family &amp; Percussion Family</li> <li>4. Fanfares &amp; Last Post</li> <li>5. Composing a Fanfare</li> <li>6. Fanfare Assessment.</li> </ol>

YEAR	7
TOPIC	Folk Music



DURATION	Summer Term Second Half
OBJECTIVES	<ul style="list-style-type: none"><li>• Use different forms of Musical Accompaniments to accompany traditional Folk Songs in different ways, showing an awareness of intervals and the Harmony created.</li><li>• Understand the different textural layers and form and structure of Folk Songs.</li><li>• Know some of the different instruments, timbres and sonorities often used in the performance of Folk Music.</li><li>• Understand and use the different musical information given on a lead sheet and available musical resources in creating an effective Musical Arrangement of a Folk Song.</li></ul>
ASSESSMENT	Assessment of final performance.
LESSON OVERVIEW	<ol style="list-style-type: none"><li>1. The Wellerman Part 1</li><li>2. The Wellerman Part 2</li><li>3. The Wellerman Part 3</li><li>4. Creating an performance of another 'sea shanty'</li><li>5. Practice</li><li>6. Performance.</li></ol>

YEAR	8
TOPIC	Hooks and Riffs
DURATION	Autumn First Half Term
OBJECTIVES	<ul style="list-style-type: none"><li>• Understand how music is based on Repeated Musical Patterns.</li><li>• Understand and distinguish between Hooks, Riffs and Ostinatos.</li><li>• Perform, create and listen to and appraise a range of music from different times and places based on Repeated Musical Patterns.</li></ul>
ASSESSMENT	Lesson based assessment for each segment.
LESSON OVERVIEW	<ol style="list-style-type: none"><li>1. Introduce Repeated Patterns (Sweet Dreams)</li></ol>



	<ol style="list-style-type: none"><li>2. Exploring Hooks and Riffs (SD)</li><li>3. Patterns in Classical Music</li><li>4. Body Percussion Performance</li><li>5. Clock Symphony &amp; Performance</li><li>6. Knights Farewell &amp; Performance</li></ol>
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YEAR	8
TOPIC	Offbeat * Reggae
DURATION	Autumn Second Half Term
OBJECTIVES	<ul style="list-style-type: none"><li>• To recognise the stylistic conventions of Reggae music</li><li>• How chords contribute to the texture of a song</li><li>• To recognise the key features of a Reggae bass line</li><li>• To understand syncopation and how it is used in Reggae music</li><li>• To identify the different layers that make up Reggae music</li><li>• Understand the key themes and style of Reggae lyrics</li></ul>
ASSESSMENT	End of topic Assessment
LESSON OVERVIEW	<ol style="list-style-type: none"><li>1. Origins of Reggae</li><li>2. Chords in Reggae</li><li>3. Basslines (three little birds)</li><li>4. Hooks and Riffs in Reggae</li><li>5. Creating a performance of Reggae</li><li>6. Performance Assessment.</li></ol>

YEAR	8
TOPIC	Variations
DURATION	Spring Term First Half
OBJECTIVES	<ul style="list-style-type: none"><li>• To develop a knowledge and understanding of how the Elements of Music can be used and manipulated as a basic form of musical variation to an existing theme or melody.</li><li>• Know, understand, and use other musical devices that can be changed or added to, to provide musical variation to an existing theme or melody.</li></ul>



	<ul style="list-style-type: none"> <li>Understand Variation Form as a type of musical Form and Structure.</li> </ul>
ASSESSMENT	Assessment throughout each segment and assessment at end of unit.
LESSON OVERVIEW	<ol style="list-style-type: none"> <li>Adding and Changing in simple terms</li> <li>Augmentation and Diminution</li> <li>Tonality changes</li> <li>Retrograde, Inversion &amp; RI</li> <li>Theme and Variations Composition Task</li> <li>Task Assessment</li> </ol>

YEAR	8
TOPIC	All That Jazz
DURATION	Spring Term Second Half
OBJECTIVES	<ul style="list-style-type: none"> <li>Know how Chords and Triads are performed, notated, and used in Jazz and Blues <i>e.g., within a 12-bar Blues Chord Sequence.</i></li> <li>Know, recognise, and perform Chords I, I7, IV, IV7, V &amp; V7 in different ways <i>e.g., as a Walking Bass Line.</i></li> <li>Understand and demonstrate what makes an “effective” Jazz improvisation <i>e.g., using the notes of the Blues Scale.</i></li> <li>Know and recognise different types and styles of Jazz and instruments, timbres and sonorities within Jazz and Blues music.</li> </ul>
ASSESSMENT	Skills demonstrated during each section of learning. Assessed composition at end of unit.
LESSON OVERVIEW	<ol style="list-style-type: none"> <li>Primary chords and triads in 12 Bar Blues</li> <li>The Blues scale and improvisation</li> <li>‘In the mood’ Study</li> <li>Exploring Ragtime</li> <li>The Entertainer Performance Task</li> <li>Assessment of Performance Task</li> </ol>





YEAR	8
TOPIC	All About the Bass
DURATION	Summer Term First Half
OBJECTIVES	<ul style="list-style-type: none"><li>• Understand how the Bass Clef is used as a form of musical notation.</li><li>• Identify musical instruments and voices which use the Bass Clef.</li><li>• Know and understand the construction of commonly used Bass Line Patterns, using these when performing and creating music.</li><li>• Understand the importance of a Bass Line in terms of texture and harmony within a song or piece of music.</li></ul>
ASSESSMENT	Skills demonstrated during each section of learning. Assessment score based on performance at the end of each lesson.
LESSON OVERVIEW	<ol style="list-style-type: none"><li>1. Bass notation and Bass Riffs</li><li>2. Walking Bass Lines</li><li>3. Alberti bass lines</li><li>4. Arpeggios &amp; Broken Chords</li><li>5. Pedals</li><li>6. Final Performance of Own composed bass line.</li></ol>

YEAR	8
TOPIC	Saharan Sounds
DURATION	Summer Term Second Half
OBJECTIVES	<ul style="list-style-type: none"><li>• To recognise, perform and create African music with an understanding of musical conventions and processes</li><li>• To explore different rhythmic processes used in African music – cyclic rhythms, polyrhythms, syncopation and call and response and apply these to own composition and performance activities</li><li>• To learn about different African musical instruments and make connections between these sounds and timbres available within the classroom</li></ul>



	<ul style="list-style-type: none"> <li>Listen to a range of different African music, identifying characteristic musical features</li> </ul>
ASSESSMENT	Assessment of final performance.
LESSON OVERVIEW	<ol style="list-style-type: none"> <li>African Drumming Techniques</li> <li>Cyclic and Poly Rhythms</li> <li>Syncopation</li> <li>Call &amp; Response</li> <li>African Inspired Composition</li> <li>Performance Assessment.</li> </ol>

YEAR	9 – GCSE Taster Sessions
TOPIC	Dance Music
DURATION	Autumn Term – Spring Term (Until Option Choices)
OBJECTIVES	<ul style="list-style-type: none"> <li>Understand the connection between the steps, movement and formation of dances and the inter-related musical features within the music that accompanies them.</li> <li>Understand how different dance music genres use different time signatures and metres and how these relate to the dance.</li> <li>Understand how dance music is chiefly made up of primary chords, using chords I, IV, V, V7 and seventh chords in a range of simple major and minor keys.</li> <li>Understand how different dances use characteristic dance rhythms within their music.</li> <li>Describe the different accompaniment patterns and textures in dance music from different times and places.</li> </ul>
ASSESSMENT	Ongoing assessment in lessons.
LESSON OVERVIEW	<p>The Waltz  The Tango  Country and Western  Irish Jig &amp; Reel  Disco Music  Marches  Baroque Dance Suite  Club Dance Music  Composition Using Sound Trap</p>



Final Assessment
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Note at this point students have selected GCSE Music. From here students have Two lessons of Key Music theory, one performance lesson (instrumental practice) and then complete Two lesson on the themes below each fortnightly cycle.

YEAR	9 – GCSE Music Group
TOPIC	Soundtracks
DURATION	6 Lessons
OBJECTIVES	<ul style="list-style-type: none"><li>• How music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama.</li><li>• How timing is a crucial factor in the composition and performance of music for film.</li><li>• How film music can change the viewer's interpretation of a scene.</li><li>• How to create an effective musical narrative for a film scene, using appropriate techniques to create an intended effect.</li></ul>
ASSESSMENT	Ongoing assessment in lessons.
LESSON OVERVIEW (themes)	Introduction to film music Leitmotif Soundtrap Soundtrack task Finalising Composition task Composition Assessment

YEAR	9 – GCSE Music Group
TOPIC	Computer and Video Game Music
DURATION	6 Lessons
OBJECTIVES	<ul style="list-style-type: none"><li>• Understand the various ways in which music is used within a range of computer and video games from different times.</li><li>• Understand, describe and use common compositional and performance features used in computer and video game music.</li><li>• Understand how to vary, adapt and change a melody (character</li></ul>



	<p>theme) for different atmospheres/scenarios.</p> <ul style="list-style-type: none"> <li>Understand the importance of sound effects and how these are used at certain cues to enhance gameplay within a computer or video game.</li> </ul>
ASSESSMENT	Ongoing assessment in lessons.
LESSON OVERVIEW	<ol style="list-style-type: none"> <li>Character and Theme</li> <li>Developing Character and theme</li> <li>Compose to change atmosphere</li> <li>Using Sound Effects</li> <li>Composition Task</li> <li>Composition Assessment</li> </ol>

YEAR	9 – GCSE Music Group
TOPIC	New Directions
DURATION	6 Lessons
OBJECTIVES	<ul style="list-style-type: none"> <li>Understand changes in twentieth century music and how composers ‘broke away’ from late-Romantic ideals.</li> <li>Understand that twentieth century music consisted of many different types, styles, movements and genres.</li> <li>Understand and demonstrate how minimalist composers develop pieces from small starting points.</li> <li>Know and demonstrate the compositional and serialist techniques used by expressionist composers.</li> <li>Manipulate motifs, cells and note/tone rows using a variety of musical development techniques.</li> </ul>
ASSESSMENT	Ongoing assessment in lessons.
LESSON OVERVIEW	<ol style="list-style-type: none"> <li>20<sup>th</sup> Century Music</li> <li>Minimalism</li> <li>Rhythmic Phase shifting</li> <li>Minimalist Motifs &amp; Note Rows</li> <li>Hexachords</li> <li>Developing Ideas</li> </ol>

YEAR	9 – GCSE Music Group
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TOPIC	Samba
DURATION	6 Lessons
OBJECTIVES	<ul style="list-style-type: none"><li>• Understand how instruments, structures and textures are used in Samba</li><li>• Perform as part of a larger ensemble understanding key roles of performers and different instruments and the relationship between these and the effect this has on the music</li><li>• Use rhythmic features such as ostinato, cyclic rhythms, polyrhythms, call and response and syncopation when performing and improvising</li></ul>
ASSESSMENT	Ongoing assessment in lessons.
LESSON OVERVIEW	<ol style="list-style-type: none"><li>1. Introducing Samba</li><li>2. Break Rhythms</li><li>3. The Groove</li><li>4. Melody in Samba</li><li>5. Improvisation</li><li>6. Performance of Samba De Janeiro</li></ol>

YEAR	9 – GCSE Music Group
TOPIC	What makes a good song.
DURATION	6 Lessons
OBJECTIVES	<ul style="list-style-type: none"><li>• Understand the different textural and structural elements of a song/popular song.</li><li>• Understand and use the different musical information given on a lead sheet in creating a Musical Arrangement of a Popular Song.</li></ul>
ASSESSMENT	Ongoing assessment in lessons.
LESSON OVERVIEW	<ol style="list-style-type: none"><li>1. Shape of You</li><li>2. Shape of You Performance Melody</li><li>3. Shotgun</li><li>4. Shotgun Performance Melody</li><li>5. Creating own arrangement of either song.</li><li>6. Performance Assessment</li></ol>

From Y10 onwards we follow the approved Eduqas Scheme of Learning.



### **Short Term Planning**

Individual lesson resources and assessments to include high quality texts and images. Lessons should promote the explicit teaching of vocabulary and give opportunities to speak, read and write extensively using high-level subject vocabulary. Core numeracy skills should be incorporated into lessons where they can be covered in a real-world context.

Opportunities should be created to support the wider curriculum: