

Music - Long term plans

Year 7

Term	Autumn Term		Spring Term		Summer Term	
Half term	HT1	HT2	HT3	HT4	HT5	HT6
Unit Titles lengths:	Find Your Voice	Instruments of the Orchestra	Keyboard Skills	The Planets	African Drumming	Pop Music
Learning objectives Substantive and procedural knowledge covered in the unit	Know how to define and recognise different vocal styles - singing, beatboxing, rapping, vocal soundscapes; Know the basic elements of music; Know how to perform using their voice as an instrument; Know how to express identity and emotion through the voice.	Know the 4 different orchestral families; Know how to recognise and describe the timbre of different instruments; Know how to follow and create a basic graphic score; How to create short motifs using instruments; How to work with others to structure and perform a short piece of music; Know how to apply musical elements in performance tasks.	Know the musical alphabet; Know the correct finger numbers; Know how to read basic notation; Know how to find sharps and flats on the keyboard; Know how to play basic chords.	Know how to identify musical elements in orchestral music; Know how to compose ostinato patterns and layer texture; Know how to describe mood using musical vocabulary; Know how to use GarageBand to arrange loops and create a musical structure	Know how to play the Djembe with the correct posture and technique; Know how to perform in time in an ensemble; Know how to play the correct rhythms for each section; Know how to compose using polyrhythms and call and response; Know how to use ensemble skills when playing in a group; Know how to rehearse effectively in groups; Know how to perform confidently to an audience.	Know how to use the basic functions in Garageband; Know how to arrange and layer loops, know how to structure their pop song in Garageband using the arrangement track header; Know how to add automation to their pop song.
Key ideas/ Themes:	Learn how to use the voice to explore a different range of sounds. Exploring how the voice is used in other cultures. Collaboration and ensemble skills.	Identify orchestral instruments. Listen to different types of classical music. Compose and perform a graphic score in groups.	Learn the correct technique when playing the keyboard. Learn basic notation and music theory.	Explore Gustav Holst's <i>The Planets</i> through listening, performance, and composition. Learn how musical elements convey character and mood. Compose a space-inspired track using a DAW.	African musical traditions and cultural performance. Ensemble and group performance skills. Rhythm composition and structure.	Digitally incorporating key musical elements into song creation. Key features of pop music. Basic features of songwriting.
Prerequisite knowledge:	Understanding of pulse. Knowing the difference between pitch and rhythm. Experience of group singing. Awareness of other cultures.	Basic knowledge of musical elements. Use basic music vocabulary. Know some classroom instruments. Know that some classroom instruments make different sounds. Understand that music can tell a story.	Pulse, clapping in time, pitch, dynamics. Following simple instructions and basic motor skills - right/left hand/finger numbers.	Pulse and rhythm, clap a simple rhythm, dynamics, tempo and pitch. Describe the mood of the music. Ensemble awareness. Understanding musical patterns. Basic digital literacy.	Pulse, rhythm, dynamics, listening skills, ability to follow verbal and non verbal cues, basic motor coordination.	Pulse, basic song structure, pitch, tempo, dynamics, mood, basic DAW skills.
Outcomes (Stickable-output that the student produces to demonstrate their knowledge)	Create and perform a group vocal soundscape; Sing a traditional cultural call and response song; Perform a beatboxing rhythm piece; Explored flow and phrasing through rapping and the spoken word; Perform a pop song as a whole class; Create a vocal performance using specific techniques.	Identify instruments in each orchestral family; Identify the instruments by ear; Compose and perform short motifs based on a stimuli; Create a graphic score for a group composition; Use classroom instruments to represent different orchestral sections; Collaborate in groups to create and perform a structured soundscape.	Use the correct technique when playing the keyboard; Identify the notes on the staff; Locate accidentals on the keyboard; Play melodies on the keyboard with the right hand; Play chords in the left hand; Perform a piece on the keyboard.	Perform Mars-style rhythms in ensemble; Create a graphic score for "Venus"; Compose a short ostinato piece inspired by Jupiter; Build a layered texture using contrasting timbres; Create a structured DAW composition that represents a planet or space.	Perform polyrhythms in time as a group; Create different rhythms for a group piece; Rehearse effectively in a group; Perform as an ensemble to an audience; Work together when performing using eye contact, communication, body language and signals from the Master Drummer.	Locate instruments and loops; Arrange and layer sounds; Create an introduction using specific instrument types; Create verses using specific instrument types; Create a chorus using specific instrument types; Add automation to Garageband songs.

Music - Long term plans

Year 8

Term	Autumn Term		Spring Term		Summer Term	
Half term	HT1	HT2	HT3	HT4	HT5	HT6
Unit Titles lengths:	The Blues	Video Game Music	Just Play	Commercials	STOMP	Women in Pop Music
Learning objectives Substantive and procedural knowledge covered in the unit	Know the origins and cultural context of Blues Music; Know the 12-bar Blues structure; Know the I-IV-V chords in a Blues progression; Know the Blues scale notes; Know the AAB lyrical structure.	Know that video game music enhances a game; Know that a ground theme is the background music for the gameplay; Know that music is used to enhance storytelling, suspense and emotion in video games; Know that sound effects create immersive gameplay, provide feedback and cues.	Know the difference between melodic and rhythmic riffs; Know what a chord is; Know how to find chromatic notes; Know the musical alphabet; Know the difference between a guitar and a bass guitar; Know the basic parts of a drum kit; Know how to use ensemble skills in group work.	Know the purpose and impact of music in advertising; Know the features of effective jingles; Know the role of musical elements in shaping a mood or brand; Know how different musical styles can target different audiences; Know the basic structure of a jingle; Know the basics of Garageband tools; Know how music influences memory, mood and consumer behaviour.	Know what STOMP is and how it uses rhythms and objects in place of instruments; Know how to perform and notate basic rhythmic patterns; Know how to use musical elements in composition; Know the difference between body percussion, found sound and traditional percussion.	Know the key features of pop music from the 1990s - 2020s; Know important female pop artists and their signature styles; Know basic pop song structures; Know how the musical elements contribute to emotional impact; Know how lyrics convey identity and empowerment.
Key ideas/ Themes:	Exploring the African-American origins of the Blues. Learning the 12-bar Blues chord progression. Performing and improvising using the Blues scale.	Explore different video game soundtracks. Create sound effects using a DAW. Create music to match gameplay using a DAW.	Introduction to learn how to play band instruments - guitar/bass guitar/drums/keyboard with the correct technique. Play a popular song in a group.	Music as a persuasive tool in the media. The use of repetition and motif in composition. Emotional impact of music in advertising.	Rhythm as a primary musical element. Using found sounds and body percussion. Ensemble teamwork and creative collaboration.	Women's impact and influence in pop music across the decades. Evolution of pop sounds, structures and production. The role of voice, lyrics, rhythm and performance in pop.
Prerequisite knowledge:	Pitch, rhythm, tempo and dynamics. Basic keyboard skills. Basic notation skills and chord symbols. Ensemble skills.	Structure and form, tempo and rhythm, pitch and tonality. Basic DAW skills and manipulating loops. Critical listening skills.	Pulse and rhythm, structure, dynamics, pitch and harmony. Familiarity with keyboard and using voice. Listening and ensemble skills. Basic notation and chords.	Pitch, rhythm, tempo, dynamics, structure. Basic notation. Melody and motif. Keyboard skills. Basic DAW skills.	Rhythm and pulse, call and response rhythms and structure. Group work and body percussion.	Rhythm and pulse, singing, pop song structure, basic keyboard skills, chords, identifying instruments and describing the mood.
Outcomes (Stickable-output that the student produces to demonstrate their knowledge)	Play a 12-bar chord progression and walking bassline; Improvise a melody using the Blues scale; Write and perform AAB lyrics; Compose and perform a short original Blues piece.	Choose the correct style of loops to fit a scenario; Use the musical elements to manipulate the soundtrack; Create suitable sound effects to represent an action; Create a gaming soundtrack to match the gameplay.	Play the instruments with the correct technique; Play along with a backing track; Play their instrument together as a band group; Use basic ensemble skills and play in time as a group.	Analyse well-known jingles and identify key musical features; Perform short jingles using voice, body percussion or instruments; Create a melodic motif suitable for a jingle; Design a product concept and slogan to use as a brief for a jingle; Use a DAW to compose, sequence and edit a jingle; Apply musical effects and automation to enhance their jingle.	Watch and analyse extracts from STOMP the musical; Perform body percussion rhythms in unison and in layers; Explore and create rhythms using classroom items and found objects; Compose a structured performance piece using rhythmic motifs; Rehearse and refine group ensemble performances; Perform a final STOMP-inspired piece with attention to timing and structure.	Sing parts of famous artist's songs; Perform in small groups using voice, body percussion and keyboards; Recreate rhythms, harmonies and hooks from popular tracks; Write original lyrics inspired by key themes; Create short pop sections with a focus on emotion and mood; Rehearse and perform a chosen piece in groups.

Music - Long term plans

Year 9

Term	Autumn Term		Spring Term		Summer Term	
	HT1	HT2	HT3	HT4	HT5	HT6
Half term						
Unit Titles lengths:	Protest Songs	Film Music	Live Lounge	Remix	Reggae	Song Writing
Learning objectives Substantive and procedural knowledge covered in the unit	Know the cultural origins of Rap and its link to protest movements like BLM; Know how to structure and create rhyme schemes, cadence and lyrics; Know rap song structure; Know the subgenres - trap, boom bap and grime; Know beat production basics using a DAW; Know about branding and marketing in the music industry; Know how branding visually represents identity and message; Know how music influences and reflects social movements.	Know that a leitmotif is a short musical idea to represent a character; Know different horror film music techniques; Know how to use a cue sheet when creating music for film; Know the difference between diegetic and non diegetic sound; Know how to use automation to enhance their soundtrack; Know how to record in their own leitmotif for their soundtrack.	Know that riffs are short repeated patterns; Know that melodies can be conjunct and disjunct; Know that professional skills are essential in band rehearsals; Know that rehearsing effectively will improve progress; Know the components of what makes a good performance.	Know what a remix is; Know the importance of remixing in music production; Know the difference between samples, stems, audio and MIDI; Know that the BPM must match the sample; Know the basic structure of an EDM track; Know the key features of each part of the EDM structure; Know the different types of sound effects; Know the different types of automation.	Know Reggae's roots in Mento, Ska and Rock Steady sub-genres; Know the concept of offbeat and syncopation in rhythm; Know the chords I, IV, V in F and A major; Know the role of bass lines and hooks in Reggae texture; Know the key features of Reggae lyrics and the Jamaican dialect.	Know the structure of a typical pop song; Know the I-V-vi-IV chord progression and its use in pop music; Know basic theory and how to play a 4 chord sequence; Know how to write simple, effective lyrics using rhyme and rhythm; Know how melodies are built using steps, leaps and repetition; Know how to construct a simple bass line from root notes and rhythm; Know how to use a DAW for recording and arranging music.
Key ideas/ Themes:	Identity and self-expression. Music as protest and social commentary. Empowerment through creativity. Using branding to communicate values and messages.	Understand the role that music plays in films. Create a soundtrack for a horror themed clip using techniques and sound effects.	Explore a variety of popular songs. Create a cover version of a popular song in band groups.	Create a remix of a popular song. Explore EDM, structure and effects.	Rhythm - Offbeat rhythms and syncopation Cultural identity in music. Expression through lyrics.	Pop song structure and chord progression in song writing. Understanding the basic fundamentals of songwriting. Using music technology to create and produce a song.
Prerequisite knowledge:	Rhythm and musical structure, familiarity with key rap artists, basic DAW skills, lyric writing.	Video game music - theme tunes/atmosphere/inputting video clips into a DAW.	Basic keyboard skills and music theory. Pop music - structure and instruments. Just play - introduction to band skills.	Popular song structure, understanding of tempo, rhythmic patterns, basic DAW skills, knowledge of different genres and instruments.	Rhythm, chords, performance and ensemble skills, reading musical lead sheets.	Rhythm and pulse, keyboard layout, chords, basic notation, working in an ensemble, DAW skills.
Outcomes (Stickable-output that the student produces to demonstrate their knowledge)	Write lyrics exploring identity and social issues using rhyme and flow; Structure a full rap with chorus; Create a backing track using drums, bass and melody; Arrange instrumental to match lyrics; Design album artwork or social media campaign; Analyse lyrics and album covers; Present and pitch final work to peers.	Create a simple leitmotif on the keyboard for a character; Identify and practice inputting different film music techniques into a DAW; Create a leitmotif for a film clip; Layer soundtracks using a variety of loops and film music techniques for a clip; Use automation and sound effects when creating soundtracks.	Perform the main riff of a popular song; on an instrument; Play a part of a song such as chords/bassline and melody; Play an original song in a different style; Identify differences between an origins and cover version of a song; Adapt their arrangement using musical elements; Perform their arrangement to an audience.	Import and navigate sample packs in a DAW; Change the BPM and insert structure headings; Create the different sections of an EDM track with the correct key features; Layer loops and samples to create an effective EDM track; Add sound effects and automation to their remix; Save remixes to an MP3 format.	Sing and play Yellow Bird and Three Little Birds; Create and perform offbeat chord patterns and bass riffs; Recognise hooks and arrange the into group performances; Compose original lyrics in Reggae style; Build a reggae song in layers; Use a DAW or keyboards to produce a layered Reggae track.	Perform 4 chord progressions on keyboard or guitar; Create melodic ideas over chords; Write lyrics on a chosen theme using structure and rhyme; Compose and record a short original song including chords, lyrics, melody and bass line; Use a DAW to input, edit and layer musical parts.

Music - Long term plans

Year 10

Term	Autumn Term		Spring Term		Summer Term	
	HT1	HT2	HT3	HT4	HT5	HT6
Unit Titles lengths:	Component 1 Exploring Music Products and Styles			Component 1 PSA Exploring Music Products and Styles	Component 2 Music Skills Development	
Learning objectives Substantive and procedural knowledge covered in the unit	Know that triads are 3 note chords made up of the root, third and fifth tones; Know the tonality, chords and structure of the 12 bar blues; Know how to create a leitmotif using MIDI in a DAW; Know the different film music techniques; Know the difference between diegetic and non diegetic sound; Know that polyrhythms are two or more rhythms played at the same time; Know the different instruments used within Samba music; Know the different types of call and response; Know what a remix is; Know the difference between samples, stems, audio and MIDI; Know how to identify the BPM; Know the structure of EDM music; Know the key features of each EDM section; Know the different types of sound effects and automation; Know the four orchestral instrument families; Know each of the compositional and sonic musical features of each style of music; Know how to rehearse effectively on an instrument.			Pearson Set Assignment - Component 1	Know that hazards are common in a music studio; Know that risk assessments are to assist in avoiding hazards; Know the professional skills that musicians need; Know how to create SMART targets and complete a SWOT analysis; Know how to use a skills audit to measure their skills; Know how to warm up on their instrument and the benefits of technical exercises; Know how to rehearse effectively in order to make progress; Know that milestone logs will help reflect on progress; Know how to sequence in Garageband; Know the different ADSR settings in Garageband; Know the different types of effects plugins to control and change audio signals; Know the basic types of EQ; Know the different types of automation.	
Key ideas/ Themes:	Investigate the compositional and sonic features of a range of musical styles. Explore techniques used in the creation of different musical products.				Develop two musical disciplines through practical tasks. Document progress and planning for further improvement.	
Prerequisite knowledge:	Musical elements - pitch, rhythm, tempo, dynamics, harmony, structure, texture, timbre. Familiarity with different genres of music. Listening - identify instruments, describe the mood, spot key features. Basic instrumental skills. Basic DAW skills. Working independently and as part of a group.				Basic knowledge of musical genres and styles - key characteristics and examples of artists or songs in various styles. Describe and analyse music using basic musical vocabulary. Basic performance or production skills. Understanding of musical elements when performing or producing. Reflective and planning skills.	
Outcomes (Stickable-output that the student produces to demonstrate their knowledge)	Play the 12 bar blues or a walking bassline on a Rock n Roll instrument; Sequence the 12 bar blues or a walking bassline into Garageband; Identify the primary chords in the 12 bar blues using Roman numerals; Identify the 3 main types of texture - homophonic, polyphonic and monophonic; Adapt a leitmotif using musical elements; Input film music techniques into Garageband; Create a leitmotif for a film clip; Layer a mixture of film music techniques with sound effects and loops; Enhance soundtracks using automation and effects; Play a variety of Samba rhythms in a group; Compose Samba rhythms in a set structure; Rehearse and perform Samba compositions in groups; Import and explore sample packs in Garageband; Create an EDM remix with the correct structure and key features; Layer loops and samples effectively; Input sound effects and automation to EDM remixes; Identify the layout of an orchestra; Identify the compositional and sonic musical features of each style of music; Rehearse repertoire effectively for a performance.				Identify and avoid hazards in the Music department; Identify different skills for performers, composers and producers; Identify their own skills and complete a skills audit; Create SMART targets; Create a SWOT analysis; Choose suitable repertoire for instruments and abilities; Use technical exercises to improve their performance skills; Rehearse their instrument effectively; Film milestone performances to show progress; Create a sequenced drum track in Garageband; Create a synth patch; Change ADSR settings in Garageband; Use effects plugins to enhance audio in Garageband; Change basic EQ settings in Garageband; Use automation to mix and master in Garageband.	

Music - Long term plans

Year 11

Term	Autumn Term		Spring Term		Summer Term	
	HT1	HT2	HT3	HT4	HT5	HT6
Half term						
Unit Titles lengths:	Component 2 PSA Music Skills Development	Component 3 Prep Responding to a Music Brief	Component 3 Responding to a Music Brief (External Assessment)			
Learning objectives Substantive and procedural knowledge covered in the unit	Pearson Set Assignment - Component 2	Know how to interpret a music brief; Know the conventions and characteristics of a genre; Know how to adapt music across genres; Know basic arranging techniques; Know a range of performance skills - expression, body language and audience awareness; Know a range of DAW skills - recording, editing, mixing, processing and exporting; Know how to structure an arrangement, Know how to evaluate and reflect with reference to a brief.	External assessment of Component 3.			
Key ideas/ Themes:		Adapting original material to a new genre. Planning and project management. Evaluation and reflection.				
Prerequisite knowledge:		Component 1 and Component 2				
Outcomes (Stickable-output that the student produces to demonstrate their knowledge)		Rework a set song into a different structure through performance or production; Change musical elements within the new genre; arrange and rehearse the piece; Record or program all material; Mix and export a high quality stereo style; Reflect on strengths and areas for improvement; Work independently and take ownership of all decisions.				