

Vision and Intent: to provide all students with a high-quality music education which engages and inspires them to develop a life-iong love of music, increases their self-confidence, creativity, and imagination, and provides opportunities for self-expression and a sense of personal achievement.

Music Long Term Plan 2023-24

		Week1 Week2 Week3 Week4 Week5 Week6 Week7 Week8 Week9 Week10 Week11 Week12	Week 13 Week 15 Week 16 Week 17 Week 18 Week 29 Week 20 Week 22 Week 22 Week 23 Week 24	Week 25 Week 26 Week 28 Week 29 Week 20 Week 31 Week 34 Week 35 Week 36 25/03 15/04 22/04 07/05 13/05 22/05 0.3/06 10/06 17/06 24/06 01/07
	W/B	11/09 18/09 25/09 02/10 09/10 16/10 30/10 06/11 13/11 20/11 27/11 04/12 Unit of Work 1	11/12 18/12 08/01 15/01 22/01 29/01 05/02 12/02 28/02 04/03 11/03 18/03 Unit of Work 2	25/03 15/04 22/04 29/04 07/05 13/05 20/05 03/06 10/06 17/06 24/06 01/07 Unit of Work 3
		Year 7 Building Blocks 1	Year 7 Building Blocks 2	Year 7 Building Blocks 3: Variations
Year 7	Overview and Purpose	Developing Key Skills in music performance, singing, reading notation and use of the interrelated dimensions of music	Building on the key skills developed in UoW1, working on the ukulele and in ensemble	Introducing compositional skills, producing a piece of music in variation form, utilising the interrelated dimensions of music
ear /		Durifs will he able to use their write musically as next of an ansamble	Pupis will be able to use their voice and instruments musically on their own and as a member of an ensemble Pupis will be able to use musical notation to produce an orieinal melodic composition	Pupils will be able to understand how contrast can be created in pieces of masic Pupils will be able to nurderen anises of ensuic which failures will also not a straight and the product of the pieces of ensuic which failures will also not a straight and the pieces of ensuic which failures will also not a straight and the pieces of ensuic which failures will also not a straight and the pieces of ensuic which failures will also not a straight and the pieces of ensuic which failures will also not a straight and the pieces of ensuice which failures will also not a straight and the pieces of ensuice which has not a straight and the pieces of ensuice which also not a straight and the pieces
	0.0.0	Puplis will be able to use their voice musically as part of an ensemble Puplis will be able to identify hydration contains, composing and performing rhythms in ensemble	Pupils will be able to perform chords and strummine patterns using a ukulele	Pupils will be able to compose crisinal music featurine variations
	Obicomes	Pupils will be able to identify the notes on a stave in order to perform pieces written in standard notation. Pupils will be able to describe the effect on music that correspitional features have on the mood produced.	Pupils will be able to describe the effect on music that compositional features have on the mood produced	Pupils will know how to describe the compositional features of music in variation form from a range of musical genres
		Puplis will be able to describe the effect on music that compositional features have on the mood produced. Puplis will be able to perform melodies on the keyboard using five fingers of their right hand.		
		Unit of Work 4	Unit of Work 5	Unit of Work 6
		Year 8 Cultural Identity	Year 8 Programme Music	Year 8 Popular Music
Year 8	Overview and Purpose	Developing an understanding of the key musical stylistic features of Blues and Reggae, performing and composing piaces in these styles, understanding the cultural identity of these musical genres and how they came into being.	which the elements of music are used to evoke a mood or feeling.	Develop an understanding of the technological and societal changes that led to the developments of a range of late 20th century popular music genres, solo and ensemble performance skills.
		Pupils will be able to listen to Blues and Reggie Music and recognise features from the music.	Papils will be able to understand how contrast can be created in pieces of munic Papils will be able to perform pieces of munic which feature in Vision Games	Pupils will know the key features of Music from different decades in the 20th Century Pupils will be able to recognise key features in a range of music from each era
		Pupils will be able to compose using structures such as the 12 bar blass and will be able to create melodies using scales such as the pentatonic and blass scales. They will be able to develop improvisation	Pupils will be able to compose original music featuring programtic elements	Pupils will be able to Audit their own performance skills. They will be able to plan how to improve these skills
	Outcomes	skills and will improvise around the blues and pentatoric scales.	Pupils will know how to describe the compositional features of programatic music from a range of musical genres	Puplis will be able to develop individual instrumental skills Puplis will be able to develop ensemble allwine skills
		Pupis will know the culture and content in which these genres are performed and will understand how they are performed. Pupis will be able to perform their compositions to the group and develop their appraising skills to refine and improve their own and others' work.		a shine and an and an
		Unit of Work 7 Year 9	Unit of Work 8	Unit of Work 9
		Year 9 Film Music	Year 9 Music Production	Year 9 Festivals
	Overview and Purpose	Develop an understanding of how music can be used to help tell the story of a film, understand the use of leitmotif and perform examples of these. Perform film music from different film genres. Create original film scores.	Develop an understanding of how computers are used to produce Electronic Dance Music. Experiment with production tools and effects to produce original pieces.	Develop an understanding of how a music festival is brought together. Perform in groups with others, producing cover versions and original music in ensemble.
9		Puplis will be able to recognise various genress of frim music and their musical features. Durbit will be able to recognise ranses of film music and their musical features.	Pupils will be able to understand how music technology us used to create and comminucate music.	Pupils will be able to recognise music from different cultures and countries and explain how music can be used in onlyberations across the globe. Durbit will be able to nerform a sum of a shorter class answerble is nated of a sumble bard and Marca African drummeter inclu
			Pupils will be able to use and understand the basic principles of a DAW.	Pupils will be able to compose their own rhythmic composition that uses the structure seen in samba music.
	Outcomes	Pupils will understand the role of music within film and identify how music is used to reflect mood/emotion. Pupils will be able to compose their own piece of film music from a stimul	Papils will know how music technology can been used as a tool to create a piece of music Papils will be able to create their com piece of music units a second.	Pupils will be able to perform as part of a musical ensemble, showing a good understanding of the rehearial process needed when planning a musical performance. Pupils will know the different career paths within the live music industry and what skills are needed for each.
		Pupils will be able to reflect on the history of film music and recognise how it has developed over the last century.	Pupils will gain an understanding of how music technology has been used in both the Nip Hop and EDM genres	
_		BTEC TECH Award in Music Practice: Component 1 - Exploring Music Products and Styles	BTEC TECH Award in Music Practice: Component 1 - Exploring Music Products and Styles	BTEC TECH Award in Music Practice: Component 1 - Exploring Music Products and Styles BTEC TECH Award in Music Practice: Component 2 - Music Skills Development
	Overview and	Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles.	Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles.	Learners will explore the techniques used in the creation of different musical products and investigate th Learners will have the opportunity to develop two musical disciplines through engagement in practical
Year 10		Pupils will know: Pupils will know:	Pupils will know: Pupils will know: Pupils will know: + How to successive mixed will know: + How to successive mixed will know: + How to successive mixed will know to the successive mixed will know to successive mixe	Puglik will innoz: Puglik will innoz: Puglik will innoz: Puglik will innoz: How to use skills to choose repertoire to develop their rehearable and performances.
		What Bhylms and polyhythms Plane are What Bhylms and polyhythms Plane are Plane	How to accelerate multiclements to discribe and analyse pieces of music How to accelerate multiclement accelerate and analyse pieces of music How to accelerate multiclement accelerate and analyse pieces of music	How to dear finite received a finite down a finite do
		Puplis will be able to: Perform mark from arrows the decades as part of a class ensemble	Puplis will be able to: Puplis	Pupils will be able to: Place tasks within the stereo field • Place tasks within the stereo field
	Outcomes	Maintain a part in an ensemble Describe the key features of the style in different pieces of music	Describe the key features of the style in different pieces of 1970's and 1980's music Edit audio tracks using the snip tool	Edit audio tracks using the snip tool Compose their own pieces
		Give a final performance in an ensemble Analyse pieces of music using the correct terminology	Compose a pop song using features of a chosen genre of music that we have covered so far. Add EQ and effects to their tracks	Add EQ and effects to their tracks work towards their goals by analysing and assessing themselves and their peers. perform mock performances to improve.
				 person micro performances to improve. to use their rehearing and skills and skills and geform is an exam.
	-	BTEC TEOH Award in Music Practice: Component 2 - Music Skills Development	BTEC TECH Award in Music Practice: Component 3 - Responding to a Music Brief	BTEC TE DH Award in Music Practice: Component 3 - Responding to a Music Brief BTEC TECH Award in Music Practice: Component 3 - Responding to a Music Brief
	Overview and Purpose	Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.	Learners will be given the opportunity to develop and present music in response to a given music brief.	Learners will be given the opportunity to develop and present music in response to a given music brief. Learners will be given the opportunity to develop and present music in response to a given music brief.
		Puplis will know: *What makes an effective performance		
Year 11		Pupils will know: *What makes an effective composition		
		*What makes an effective chord progression *What there current rate of success is *What makes an effective melody *How to improve their composing and performing skills		
	Outcomes	*What makes an effective bassline Pupils will be able to:	Assessment objectives	Assessment objectives Assessment objectives
		*What makes an effective drum pattern *Create an audit of their current skills *Now to use texture and contrast to create effective structures *Plan how they will improve their performing and composing skills	AO2 Understand how to respond to a music brief AO2 Select and aport musical skills in response to a music brief	AD3 Understand how to respond to a music brief AD2 Understand how to respond to a music brief AD2 Select and another musical kills in response to a music brief AD2 Select and another musical kills in response to a music brief
		Pupils will be able to: *Keep a record of their progress	AO3 Present a final musical product in response to a music brief	AD3 Present a final musical product in response to a music brief AD3 Present a final musical product in response to a music brief
		*Create an effective composition, using knowledge of chords, melody, basslines and drum patterns	AD4 Comment on the creative process and outcome in response to a music brief	AD4 Comment on the creative process and outcome in response to a music brief AD4 Comment on the creative process and outcome in response to a music brief
n	CURRICULUM			
	-	Term 1: Unit 349 and Unit 332, Planning for a Career in Music and Working as a Freelance Music Practitioner	Term 2: Unit 349 and Unit 352, Planning for a Career in Music and Working as a Freelance Music Practitioner	Term 3: MUSPIA 361 Music Performance to Camera
	_	The aim of this unit is to familiarise learners with the processes associated with effective career planning and to algn/link their career aims with their study for this qualification, defining the ways in which the	unt and converse. The aim of this unit is to familiarise learners with the processes associated with effective career planning and to align/link their career aims with their study for this qualification, defining the ways in which the	
Year 12		learner engages with their learning. For any music professional, the ability to manage a career through careful planning, combined with a thorough knowledge of the professional landscape and the opportunities available within it, will substantially increase the potential for the prepared person to have a range of robust career options available to them.	learner engages with their learning. For any music professional, the ability to manage a caneer through careful planning, combined with a thorough knowledge of the professional landscape and the opportunities available within it, will substantially increase the potential for the prepared person to have a range of robust career options available to them.	
	Overview and		exportuntees wassace writen it, was subsantary increase the potential for the prepared person to nave a range of robust career options available to them.	
	- urpose	Urit 352 Deerview:	Util 152 Overview:	
		The aim of this unit is to familiarise learners with the processes associated with effective career planning and to algo/Int their career aims with their study for this qualification, defining the ways in which the bearner enteness with their learnins. For aim music confessional, the ability to manase a career through careful diminins. combined with a through knowledge to the crofessional landscare and the	The aim of this unit is to familiarise learners with the processes associated with effective career planning and to align/link their career aims with their study for this qualification, defining the ways in which the learner engages with their learning. For any music professional, the ability to manage a career through careful planning, combined with a thorough knowledge of the professional landscape and the	The growth of online video media access means artists must create a distinctive visual aspect to their music in a startarde public domain. When performing on carriers the performer has to form a personal relationship with the camera, which emaintainship the ability to communicate an ail with an audience or a single person. The musician in effect takes on the orde of an actor he aim of this unit is to
	-	opportunities available within it, will substantially increase the potential for the prepared person to have a range of robust career options available to them.	opportunities available within it, will substantially increase the potential for the prepared person to have a range of robust career options available to them.	develop the learner's abilities to perform convincingly to camera in a directed film and function effectively in future video productions.
		349: Learners will be able to: 1: Plan effectively to develop a range of knowledge and skills to support future engagement with the music profession.	340: Learners will be able to: 1. Plan effectively to develop a range of knowledge and skills to support future engagement with the music profession.	
	Outcomes	352: Learners will be able to:	332: Learners will be able to:	Learners will be able to:
1		Demonstrate the skills to manage a music related portfolio career, understanding personal suitability for this type of career. Unit 362: Lead Performer	Demonstrate the skills to manage a music related portfolio career, undentanding personal suitability for this type of career. Unit 387 - Reheanal Skills and Live Music Performance	2: Demonstrate skills to perform in a music video and identify strengths and areas requiring further development. Unit 365: Auditioning for Music
				An audition is the accepted means of assessing a musician's abilities and aptitudes in relation to a
				specific musical role. Many of the skills needed for attending an audition are very similar to the skills needed for heights international role heads to means tables and memory relations. The to the skills
Year 13	Overview and Purpose			possessing the skills to audition effectively and successfully is therefore vital. This unit aims to develop
		The audience expects a main point of focus in a performance. Often this is the front person in a band — the lead vocalist, a prominent instrumentalist or the solo performer on a stage. This individual has a role far greater than that of purely playing songs. It is usually their responsibility to make the performance interesting, to add another dimension, to draw the audience's eye as well as their eact This unit	Though the potential for artists to generate income from sales of recorded music may be declining, the audience's appetite for live music is still as voracious as ever. Uve music can therefore be a useful source of income. It is also a very efficient promotional tool for the artist and an effective way of building a fan base. This unit showcases the learner's live performance skills and their capacity to take	the skills to participate effectively in the audition process — learners will develop the techniques, forms and accepted encodences of auditorium. Learners well develop the techniques, and
		These targets chain that or purey paying songs, is a usually their responsibility to make the performance exercised (or pay a stress of the section of the s	source of income. It is also a very efficient promotional book for the artist and an effective way of building a law bases. This unit shoecases the learner's live performance skills and their capacity to take conventing of the entire performance process, including planning, howhanks, performance and equilation.	starting things with a starting with the devicement of analysis and
		Learners will be able to: 1. Demonstrate statescraft skills in the role of a lead performer in a specific musical performance and evaluate their own suitability to the role.	Learners will be able to: 1. Plan the rehearsal of a live music performance.	
		 Semicinaria sugarant and in the row or a read performer in a specific musical performance and evaluate their own suitability to the role. 	1. Plan the research of a twe muck performance. 2. Robearce for a live muck performance.	Learners will be able to:
	Outcomes			
	Outcomes		3. Present a live music performance. 4. Evaluate the performance.	1. Demonstrate the skills to audition effectively for a specific music role and identify strengths and reas for divolvement