



**Music Long Term Plan 2023-24**

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

**Music Long Term Plan 2023-24**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38			
WB	11/09	18/09	25/09	02/10	09/10	16/10	23/10	30/10	06/11	13/11	20/11	27/11	04/12	11/12	18/12	08/01	15/01	22/01	29/01	05/02	12/02	19/02	26/02	04/03	11/03	18/03	25/03	15/04	22/04	29/04	07/05	14/05	21/05	28/05	04/06	11/06	18/06	25/06	02/07	09/07	16/07
Year 7	Unit of Work 1 Year 7 Building Blocks 1												Unit of Work 2 Year 7 Building Blocks 2												Unit of Work 3 Year 7 Building Blocks 3 Variations																
	Developing Key Skills in music performance, singing, reading notation and use of the interrelated dimensions of music												Building on the key skills developed in [2021], working on the ukulele and in ensemble												Introducing compositional skills, producing a piece of music in variation form, utilising the interrelated dimensions of music																
Outcomes	Pupils will be able to use their voice musically as part of an ensemble Pupils will be able to identify rhythmic patterns, composing and performing rhythmic patterns in ensemble Pupils will be able to identify the notes on a staff in order to perform pieces written in standard notation Pupils will be able to describe the effect on mood that compositional features have on the mood produced Pupils will be able to perform melodies on the keyboard using finger techniques												Pupils will be able to use musical notation to produce an original melodic composition Pupils will be able to perform chords and drumming patterns using a ukulele Pupils will be able to describe the effect on mood that compositional features have on the mood produced												Pupils will be able to understand how contrast can be created in pieces of music Pupils will be able to perform pieces of music which feature variations Pupils will be able to compose original music featuring variations Pupils will know how to describe the compositional features of music in variation form from a range of musical genres																
Year 8	Unit of Work 4 Year 8 Cultural Identity												Unit of Work 5 Year 8 Programme Music												Unit of Work 6 Year 8 Popular Music																
	Developing an understanding of the key musical stylistic features of Blues and Ragga, performing and composing pieces in these styles, understanding the cultural identity of these musical genres and how they came into being.												Developing compositional skills, using the elements of music to tell stories relating to action on a screen in a video game. Developing a deeper understanding of the way in 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.																
Outcomes	Pupils will be able to listen to Blues and Ragga Music and recognise features from the music. Pupils will be able to compare using structures such as the 12 bar blues and will be able to create melodies using scales such as the pentatonic and blues scales. They will be able to develop improvisation skills and will improve around the blues and pentatonic scales. Pupils will know the culture and context in which these genres are performed and will understand how they are performed. Pupils will be able to perform their compositions to the genre and evaluate their own and others' work.												Pupils will be able to understand how contrast can be created in pieces of music Pupils will be able to perform pieces of music which feature in Video Games Pupils will be able to compose original music featuring programmatic elements Pupils will know how to describe the compositional features of programmatic music from a range of musical genres												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 describe their own performance skills. They will be able to plan how to improve these skills Pupils will be able to develop individual instrumental skills Pupils will be able to develop ensemble playing skills																
Year 9	Unit of Work 7 Year 9 Film Music												Unit of Work 8 Year 9 Music Production												Unit of Work 9 Year 9 Festivals																
	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.																
Outcomes	Pupils will be able to recognise various genres of film music and their musical features. Pupils will be able to perform a range of film music genres in a class ensemble. Pupils will understand the role of music within film and identify how music is used to reflect mood/emotion. Pupils will be able to compare their own piece of film music from a film. Pupils will be able to reflect on the history of film music and recognise how it has developed over the last century												Pupils will be able to understand how music technology is used to create and communicate music. Pupils will be able to use and understand the basic principles of a DAW. Pupils will know how music technology can be used as a tool to create a piece of music. Pupils will be able to create their own piece of music using a sequencer. Pupils will gain an understanding of how music technology has been used in both the Hip Hop and EDM genres												Pupils will be able to recognise music from different cultures and countries and explain how music can be used in celebrations across the globe. Pupils will be able to perform as part of a whole class ensemble as part of a samba band and West African drumming circle. Pupils will be able to compare their own rhythmic composition that uses the structure seen in samba music. Pupils will be able to perform as part of a musical ensemble, showing a good understanding of the rehearsal process needed when planning a musical performance. Pupils will know the different career paths within the low music industry and what skills are needed for each.																
Year 10	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																
	Learners will explore techniques used in the creation of different musical products and investigate the key features of different musical styles.												Learners will explore techniques used in the creation of different musical products and investigate the key features of different musical styles.												Learners will explore techniques used in the creation of different musical products and investigate the key features of different musical styles.																
Outcomes	Pupils will know: • What Music and genres are • What Rhythms and polyrhythms Pupils will be able to: • Refine and realise their own performance • Identify a part in an ensemble • Give a final performance in an ensemble												Pupils will know: • The key features of Music from the 1970s and 1980s • How to use the musical elements to describe and analyse pieces of music Pupils will be able to: • Perform pieces of music in different styles of music from across the decade • Describe the key features of the style in different pieces of music • Compose a pop song using features of a chosen genre of music that have covered so far.												Pupils will know: • How to successfully mix the recorded tracks of music • How to use the musical elements and mix down a final bounce of a recorded song Pupils will be able to: • Place tracks within the stereo field • Add solo tracks using the mix tool • Add EQ and effects to their tracks																
Year 11	BTEC TECH Award in Music Practice Component 2 - Music Skills Development												BTEC TECH Award in Music Practice Component 2 - Responding to a Music Brief												BTEC TECH Award in Music Practice Component 2 - Responding to a Music Brief																
	Learners will have the opportunity to develop two musical disciplines through engagement in practical skills, 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.																
Outcomes	Pupils will know: • What makes an effective chord progression • What makes an effective melody • What makes an effective bassline How to use texture and contrast to create effective structures Pupils will be able to: • Create an effective composition, using knowledge of chords, melody, basslines and drum patterns												Pupils will know: • What makes an effective performance • What makes an effective composition • What their current rate of success is How to improve their composing and performing skills Pupils will be able to: • Create an audit of their current skills • Plan how they will improve their performing and composing skills • Stage a record of their progress												Pupils will know: • How to successfully mix the recorded tracks of music • How to use the musical elements and mix down a final bounce of a recorded song Pupils will be able to: • Place tracks within the stereo field • Add solo tracks using the mix tool • Add EQ and effects to their tracks																
Year 12	Unit 324 Overview: The aim of this unit is to familiarise learners with the processes associated with effective career planning and to allow/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 opportunities available within it, will substantially increase the potential for the prepared person to have a range of robust career options available to them.												Unit 324 Overview: The aim of this unit is to familiarise learners with the processes associated with effective career planning and to allow/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 opportunities available within it, will substantially increase the potential for the prepared person to have a range of robust career options available to them.												Unit 324 Overview: The aim of this unit is to familiarise learners with the processes associated with effective career planning and to allow/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 opportunities available within it, will substantially increase the potential for the prepared person to have a range of robust career options available to them.																
	Learners will be able to: 1. Demonstrate the skills to manage a music related portfolio career, understanding personal suitability for this type of career.												Learners will be able to: 1. Demonstrate the skills to manage a music related portfolio career, understanding personal suitability for this type of career.												Learners will be able to: 1. Demonstrate the skills to manage a music related portfolio career, understanding personal suitability for this type of career.																
Year 13	Unit 325 Overview: 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 anyone playing length. It is usually their responsibility to make the performance interesting, to add another dimension, to draw the audience's eye as well as the ear. This unit explores learners with opportunities to explore their own potential to develop in the role of the lead performer, developing their skills in stagecraft and stage projection.												Unit 325 Overview: 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 anyone playing length. It is usually their responsibility to make the performance interesting, to add another dimension, to draw the audience's eye as well as the ear. This unit explores learners with opportunities to explore their own potential to develop in the role of the lead performer, developing their skills in stagecraft and stage projection.												Unit 325 Overview: 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 anyone playing length. It is usually their responsibility to make the performance interesting, to add another dimension, to draw the audience's eye as well as the ear. This unit explores learners with opportunities to explore their own potential to develop in the role of the lead performer, developing their skills in stagecraft and stage projection.																
	Learners will be able to: 1. Demonstrate stagecraft 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. 2. Rehearse for a live music performance. 3. Present a live music performance. 4. Evaluate the performance.												Learners will be able to: 1. Demonstrate the skills to audition effectively for a specific music role and identify strengths and areas for development.																