

### 5 Year Plan for Music

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<b>Elements of Music</b>  Students will focus on recognising the 7 recognised Elements of Music: pitch, timbre, texture, tempo, duration, silence and dynamics.	<b>Carnival of The Animals</b>  Students will learn to be creative on their own and work solely on acoustic instruments to create live performances. Students will represent a still image through sound. Height, weight and movement are the basis for sound creation.	<b>The Blues</b>  Blues music is an essential forerunner of many popular musical styles. It also provides a chance for students to gain a solid understanding of keyboard skills and framework for composition projects. Through Blues we teach the essential compositional skills that students need to be successful in KS3, 4 and 5. Students will learn to perform the 12 Bar Blues in C. They will improvise using the Blues scale and eventually compose their own Blues song.		<b>African</b>  After working on creating music, students move onto djembes and dunduns. West African rhythms provide a more challenging and complex project for our maturing year 7s. In this scheme students focus on multiple rhythms, composition and performance skills and drumming techniques.	<b>Kodaly</b>  Students will learn how to sing using this method. Sight singing, pitch, rhythm, notation and intervals form the basis of the scheme. Students will sing mostly acapella only introducing accompaniment once their pitch has improved.
<b>Assessments</b>	Baseline Performance	Composition	Performance	Composition	Performance	Performance
<b>Enrichment</b>	Join the before school/lunchtime/ after school instrument club	Join the before school/lunchtime/ after school instrument club	Join the before school/lunchtime/ after school instrument club		Join the before school/lunchtime/ after school instrument club	Audition for the Musical or G & T vocal group. Join the Choir. Audition for Invictus Choir.
<b>Ways to Support your Child's Learning</b>	Listen to Music at home Ask your child to identify instruments in Music	Draw animals and objects with your child and get them to explain which type of sound they would expect to hear from the animal	Download a piano app to your child's Ipad/phone/tablet and let them practise. Watch a documentary on a Blues musician or about music in the deep south of the USA		Listen to African Music, both instrumental and vocal. Watch documentaries on life in Africa, particularly Western Africa	Sing with your child. Let them perform a song to you. Make use of the radio, Tv and Films. Watch talent shows and critique them together
<b>Cross-curricular links</b>	Science Drama Geography Art MFL	Art Animal Care Science Drama	Geography Art History Drama MFL		Geography Art History Drama MFL	MFL Geography Art

<b>8</b>	<b>Theme and Variations</b>		<b>Hip Hop</b>	<b>Kodaly</b>	<b>Programme Music</b>
	<p>This project puts a modern slant on 'classic' skills. It encourages students to be creative but also to take influence and guidance from great composers such as Mozart, Pachelbel and Beethoven. Theme and Variation refreshes and builds on keyboard skills learned at the end of year 7. The focus is 'Frere Jacques'. Students will build on their knowledge of this theme and use the musical elements to build on the structure.</p>		<p>This scheme is really two projects in one. It begins with a performance project, which provides a foundation for a further composition and performance project. Hip Hop/Rap utilises a great number of transferrable skills - teamwork, confidence, diction, creativity, independence, analysis, and imagination. It focuses on a range of literacy strands including rhyming schemes, creative writing, analytical writing and poetry.</p>	<p>Students will learn how to sing using this method. Sight singing, pitch, rhythm, notation and intervals form the basis of the scheme. Students will sing mostly acapella only introducing accompaniment once their pitch has improved.</p>	<p>This scheme aims to explore how pictures and art can provide the inspiration and stimulus for composition. Pupils then explore the mood of some of a story can be represented through sound and how the elements of music are used to create different effects. We will explore famous artists who have linked their work to Music and look at how images and objects are represented through sound.</p>
<b>Assessments</b>	Performance	Composition	Performance	Performance	Composition
<b>Enrichment</b>	Join the before school/lunchtime/ after school instrument club	Join the before school/lunchtime/ after school instrument club	Join the before school/lunchtime/ after school Music Tech club	Audition for the Musical or G & T vocal group. Join the Choir. Audition for Invictus Choir	Join the before school/lunchtime/ after school Music Tech club to create your composition ideas
<b>Ways to Support your Child's Learning</b>	<p>Sing through the song with your child</p> <p>Discuss the meaning of the song</p> <p>Discuss the term 'Variation'</p>	<p>Sing through the song with your child</p> <p>Discuss the meaning of the song</p> <p>Discuss the term 'Variation'</p>	<p>Listen to Hip Hop at home. Draw some graffiti art and discuss famous, influential Hip Hop artists</p>	<p>Sing with your child. Let them perform a song to you. Make use of the radio, Tv and Films. Watch talent shows and critique them together. Go and see a musical or a live concert.</p>	<p>Discuss famous artists with your child. Look at the history of Art which has links to Music. Visit an Art Gallery. Draw with your child and ask them to create Music to represent sound. Watch Youtube videos of Artists who represent images through sound.</p>

Cross- Curricular links	Art MFL	Art MFL	Art Geography History Drama	MFL Geography Art	Art Film and Media History Drama		
9	Film Music		Reggae	Kodaly	Solo Performing	Ensemble Performing	
	This scheme teaches students to use queues, teamwork, creativity and structure to provide soundtracks for well-known film clips. This scheme also prepares students for some of the compositional processes they will experience in GCSE music. Students explore both the Art of Foley through use of their Ipad and performances of existing film themes. Students will look at how music enhances the film and how this has changed since film began. Students will also explore 'a world without music' and identify how it impacts our lives daily. Adverts, radio, tv shows and gaming will also be explored through listening and performance.		In this scheme students have the opportunity to learn a range of reggae pieces by well-known artists. They listen to and analyse a range of pieces from Caribbean musical traditions and related styles. Students finish this project by composing, perform and record their own reggae songs.	Students will learn how to sing using this method. Sight singing, pitch, rhythm, notation and intervals form the basis of the scheme. Students will sing mostly acapella only introducing accompaniment once their pitch has improved.	This scheme of work focuses on the solo performer. Students will learn a piece as a soloist and as an ensemble to prepare for the GCSE. Students can select any instrument and any piece of music to rehearse. Reading notation, following a musical score, reading performance directions are the focus of learning.	This scheme of work focuses on the solo performer. Students will learn a piece as a soloist and as an ensemble to prepare for the GCSE. Students can select any instrument and any piece of music to rehearse. Reading notation, following a musical score, reading performance directions are the focus of learning.	
	Assessments	Performance	Composition	Performance	Performance	Performance Recording Solo	Performance Recording Ensemble
	Enrichment	Join the before school/lunchtime/ after school Music Tech club	Join the before school/lunchtime/ after school Music Tech club	Join the before school/lunchtime/ after school instrument club	Audition for the Musical or G &T vocal group. Join the Choir. Audition for Invictus Choir	Join the before school/lunchtime/ after school instrument club	Join the before school/lunchtime/ after school instrument club
Ways to Support your Child's Learning	Watch a film with your child. Discuss the theme music and how it relates to the film. Discuss the images on screen and how the music is helping tell the story	Watch videos on the 'Art of Foley' See if you can represent this at home using a tablet/phone to record and film on.	Listen to Reggae at home. Download a piano app to your child's Ipad/phone/tablet and let them practise.	Sing with your child. Let them perform a song to you. Make use of the radio, Tv and Films. Watch talent shows and critique them together. Go and see a musical or a live concert.	Download a piano app to your child's Ipad/phone/tablet and let them practise.	Download a piano app to your child's Ipad/phone/tablet and let them practise.	

<b>Cross- Curricular Links</b>	Film and Media History Art English	Film and Media History Art	History Art Geography English	MFL Geography Art	Drama Art	Drama Art
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10	<p><b>Theory</b></p> <p>As an introduction to GCSE music students will learn the basic theory behind music. This will help them access questions and language included in the GCSE Music listening exam.</p> <p><b>BTEC Music Industry Exam</b></p> <p>Students will begin studying topics related to Learning Aims A of the exam spec. Students will study the different types of musical venues, health and safety aspects and how shows are promoted and produced.</p>	<p><b>Popular Music from the 1950s to the present day</b></p> <p>Students will learn about different subgenres within Popular music and will learn how to analyse the different layers within a popular song</p> <p><b>BTEC Music Industry Exam</b></p> <p>Students will continue working through Learning Aims A of the exam spec. Students will study the different service companies and agencies, the purpose of unions and the importance of all roles studied to date.</p>	<p><b>Film Music</b></p> <p>Students will learn about how music is used to accompany Films and will develop an understanding of how to analyse composer's intentions when composing for film.</p> <p><b>BTEC Music Industry Exam</b></p> <p>Students will move onto Learning Aims B of the exam spec. They will study in detail at different roles in the industry such as performance, creative, management, promotion and recording roles.</p>	<p><b>Game Music</b></p> <p>Students will learn about how music is used to accompany games and will develop an understanding of how to analyse composer's intentions when composing for different games.</p> <p><b>BTEC Music Industry Exam</b></p> <p>Students will continue Learning Aims B of the exam spec. They will study getting breaks in the industry and the individual roles that help support this.</p>	<p><b>The Concerto and its development from 1650 to 1910</b></p> <p>Students will learn about how the concerto has developed through different classical periods. They will then use this knowledge to be able to aurally distinguish between the concerto composed in the Baroque, Classical and Romantic periods.</p> <p><b>BTEC Music Industry Exam</b></p> <p>Students will complete the final topics of the exam spec. These will include entrepreneurs, self-employment and how payment works within the industry. Students will then have revision on previous topics.</p>
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	<p><b>BTEC Composition</b></p> <p>Students will begin the first assignment of their composition unit. Students will learn different compositional techniques for a variety of musical genres. They will then apply this to composing 4 different ten second pieces of their own.</p>	<p><b>BTEC Composition</b></p> <p>Students will now choose 2 of their 4 original ideas to explore further as part of their second assignment of this unit. They will apply compositional techniques such as textures and structure. They will then choose 1 to finish, using appropriate techniques to achieve this.</p>	<p><b>BTEC Performance and Live Sound</b></p> <p>Students will either choose the performance route or the technology route. Performance students will begin by rehearsing a solo piece, tracking progress and techniques used to improve their performance.</p> <p>Tech will begin the planning process of putting on a live event, including documenting responsibilities, stage planning, legal requirements and equipment checklists.</p>	<p><b>BTEC Performance and Live Sound</b></p> <p>Students to continue with chosen unit. Performance students will now look at adding a second performance to their set, this being an ensemble. Students will track progress and techniques used to improve their performance.</p> <p>Tech will continue planning process documenting risk assessments, manual handling, PPE and electrical safety.</p>	<p><b>BTEC Performance and Live Sound</b></p> <p>Students will now be working towards the final stages of this unit. Performers will be finishing preparations ready for their performances.</p> <p>Tech will be finalising preparations for the sound element of the performances. This will include set up, sound checks, safety precautions and operating the systems.</p> <p>Every student will also complete reviews of their respective roles of the show.</p>
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<b>Assessments</b>	Theory tests  Assignment 1 Composition completion.	Listening exam Theory test Assignment 2 Composition completion.	Listening exam Theory test Coursework teacher observation forms.	Listening exam Theory test Coursework teacher observation forms.	Solo performances Composition One Coursework teacher observation forms.	Year ten mock Assignment completion.
<b>Enrichment</b>	Lunchtime Revision	Lunchtime Revision	Lunchtime Revision  Participation in school production.	Lunchtime Revision. Participation in school production.		
<b>Ways to Support your Child's Learning</b>	Check their attendance at Music revision Help them organise their folders Check on their homework Check that they have met their coursework deadlines Build revision resources together	Check their attendance at Music revision Help them organise their folders Check on their homework Check that they have met their coursework deadlines Build revision resources together	Check their attendance at Music revision Help them organise their folders Check on their homework Check that they have met their coursework deadlines Build revision resources together	Check their attendance at Music revision Help them organise their folders Check on their homework Check that they have met their coursework deadlines Build revision resources together	Check their attendance at Music revision Help them organise their folders Check on their homework Check that they have met their coursework deadlines Build revision resources together	Check their attendance at Music revision Help them organise their folders Check on their homework Check that they have met their coursework deadlines Build revision resources together
<b>Cross-Curricular links</b>	Maths English	History Geography	English Film and Media History Art	ICT English Film and Media Art	Art History	Art History

11	<b>Rhythms of the World</b>  Students will learn about music composed in different areas of the world; Brazil, Greece, India, Israel, Palestine, the Caribbean and Africa. They will learn about the different cultures and instruments used and will develop listening abilities in preparation for the listening exam.  <b>BTEC Music Industry</b>  Students will begin the revision process. Teacher will review previous tests and decide which areas of the exam need greater focus at this time.  <b>BTEC Managing a Musical Product</b>  Students will be introduced to their final year project (Learning aim A and B). They will learn what product options they can choose from and the fundamentals of these. Students will be coached through the processes they will need to undertake including requirements, promotion, practical components and teamwork. Students will then begin their projects, supported by in-class workshops along the way (Learning aim C).		<b>Preparation for exam</b>  Students will recap learning of all the music covered to date.  <b>BTEC Music Industry</b>  Students will complete their revision process. All topics will be reviewed and revision materials created.  <b>BTEC Managing a Musical Product</b>  Students will complete Learning aim C. Projects will be completed with the required evidence.		
	<b>Assessments</b>	Teacher assessment.	Listening exam.	Year 11 mock	



	Coursework teacher observations.	Theory test. Coursework teacher observations.	BTEC Industry Exam.  Final project completed.			
<b>Enrichment</b>	Lunchtime Revision	Lunchtime Revision	Lunchtime Revision			
<b>Ways to Support your Child's Learning</b>	Check their attendance at Music revision Help them organise their folders Check on their homework Check that they have met their coursework deadlines Build revision resources together	Check their attendance at Music revision Help them organise their folders Check on their homework Check that they have met their coursework deadlines Build revision resources together	Check their attendance at Music revision Help them organise their folders Check on their homework Check that they have met their coursework deadlines Build revision resources together			
<b>Cross-Curricular links</b>	Geography Art Drama Dance History	Geography Art Drama Dance History	English			