

**Long-term planning (LTPs)** - Planning how the key concepts, knowledge, skills identified in the Progression map will be delivered termly per year group

Ensuring that end points & NC/spec are covered

Identifying what assessments are planned and when

Allowing for whole academy intent priorities to be planned for

| <b>YEAR 7 MUSIC</b>       |   |   |   |   |  |   |
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|                           | <b>Autumn 1</b>   | <b>Autumn 2</b>   | <b>Spring 1</b>   | <b>Spring 2</b>   | <b>Summer 1</b>  | <b>Summer 2</b>   |
| <b>Unit title:</b>        | Building Bricks   | I've Got Rhythm   | Keyboard Skills   | Form and Structure  | Sonority City  | Folk Music  |
| <b>Unit length:</b>       |   |   |   |   |  |   |
| <b>Key concepts:</b>      | Pitch, Dynamics, Duration, Tempo, Texture, Timbre or Sonority, Articulation and Silence. They are also introduced to Graphic Notation and Graphic Scores.   | Introducing concept of pulse. Rhythm, Cyclic Rhythms, Polyrhythms, Rhythmic Textures. Introduce rhythmic notation.  | This unit is about effective keyboard performance technique including basic treble clef staff notation. Pupils explore the layout of the keyboard in terms of white and black keys and their note names and explore how to "read music" in the form of simple melodies and melodies from popular songs from treble clef staff notation. | Through performing, composing, improvising, and listening and appraising, pupils then explore four different musical structures: Question and Answer Phrases, Binary Form, Ternary Form and Rondo Form.   | Develops pupils' knowledge and understanding about orchestral instruments and families/sections of orchestral instruments. Pupils learn about the construction, sound production and timbres/sonorities of different orchestral instruments, the layout, grouping and the instruments which belong to each section of a modern symphony orchestra. | Use different forms of Musical Accompaniments to accompany traditional Folk Songs in different ways, showing an awareness of intervals and the Harmony created.   |
| <b>Knowledge/ Skills:</b> | Understand and recognise the Elements of Music: PITCH, TEMPO, DYNAMICS, DURATION, TEXTURE, TIMBRE or SONORITY, ARTICULATION, SILENCE. 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. | Understand that pulse is a fundamental upon which music is built and performed. Develop a feeling for and an awareness of a regular pulse in music from different times and places. Distinguish between pulse/beat and rhythm. Develop and understanding of note values in terms of | Understand how the classroom keyboard is used and played 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 Understand the importance of "warming-up" before  | Understand what Form and Structure is in music. Understand what Question and Answer, Binary, Ternary and Rondo Forms are in music. Recognise the differences between music based on different Forms and Structures. Know how to label or identify different | Learn about the layout and structure of the symphony orchestra. Develop an understanding of musical instruments and how they are played, the families/sections, construction, different sound production methods and characteristic timbres/sonorities.  | Understand the different textural layers and form and structure of Folk Songs. Know some of the different instruments, timbres and sonorities often used in the performance of Folk Music. Understand and use the different musical information given on a lead sheet and available |

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|                            | Recognise the Elements of Music when listening to and appraising music from different times and different places.  | duration, bars and simple time signatures.   | playing a keyboard or piano and the concept of piano fingering (1-5)<br>Explore different keyboard instruments from different times and places.   | sections within a complete piece of music.<br>Recognise that music with a recurring or repeated section provides familiarity to the listener.<br>Recognise why Form and Structure is important in music. | Perform on orchestral instruments (where possible) or use orchestral tones/voices/sounds from keyboards.  | musical resources in creating an effective Musical Arrangement of a Folk Song.  |
| <b>End points covered:</b> | To show a practical understanding of the elements of music through composition and performance.  | To show practical understanding of rhythm and how rhythms fit together through small group composition.  | To show a practical understanding of music notation through performance.  | To show understanding of musical structure through composition.  | To show understanding of various instrumental sounds through performance.   | To show understanding of the Folk Music genre through composition/arrangement of a folk song. Also demonstrating understanding of harmony and accompaniment.  |
| <b>NC/Spec coverage:</b>   | Pitch, Tempo, Dynamics ( <i>pp, p, mp, mf, f, ff, cresc., dim., &lt;, &gt;</i> ), Duration, Texture, Timbre, Sonority, Articulation, Silence, Notation, Staff Notation, Stave, Graphic Notation, Graphic Score | Rhythm, Pulse, Beat, Waltz, March, Time Signature, Conducting, Accent, Rhythm Grid Notation, Semibreve, Minim, Crotchet, Quaver, Pair of Quavers, Bar, Bar Line, Ostinato, Cyclic Rhythm, Polyrhythm | Layout of a Piano/Keyboard, Treble Clef, Treble Clef Staff Notation, Stave, Staff, Lines, Spaces, Black Notes, Sharps, Flats, Scale, Left Hand (LH), Right Hand (RH), Melody, Keyboard Functions, Fingering (1-5), Keyboard Chords, Octave, Warm-Up, "Middle C" | Question and Answer/Call and Response, Phrase(s), Binary Form (AB), Ternary Form (ABA), Rondo Form (ABACADA...), Melody, Drone, Ostinato, Harmony, Treble Clef Pitch Notation.                           | Strings, Woodwind, Brass, Percussion, Tuned Percussion, Untuned Percussion, Orchestra, Ensemble, Section/Family, Conductor, Pitch, Timbre, Sonority, Arco, Pizzicato, Bow | History and Types of Folk Music: Folk Song, Work Song, Sea Shanty, Instrumental; Oral Tradition; Folk Song Accompaniments: Pedal, Drone, Ostinato, Chords (on piano, keyboard, guitar or ukulele) as Accompaniment: Triad, Broken Chord, Arpeggio, Alberti Bass; Harmony: Intervals, 5ths; Arrangement, Lead Sheet; Basic Folk Song Structure: Introduction (intro), Chorus/Refrain, Verse; Folk Song Textures: Melody, Chords, Bass Line; Instruments of Folk. |

