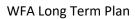


Long-term planning (LTPs) - Planning how the key concepts, knowledge, skills identified in the Progression map will be delivered termly per year group Ensuring that end points & NC/spec are covered Identifying what assessments are planned and when Allowing for whole academy intent priorities to be planned for

YEAR 7 MUSIC							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Unit title:	Building Bricks	I've Got Rhythm	Keyboard Skills	Form and Structure	Sonority City	Folk Music	
Unit length:							
Key concepts:	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.	
Knowledge/	Understand and	Understand that pulse is	Understand how the	Understand what Form	Learn about the layout	Understand the	
Skills:	recognise the Elements	a fundamental upon	classroom keyboard is	and Structure is in	and structure of the	different textural layers	
	of Music: PITCH, TEMPO,	which music is built and	used and played	music.	symphony orchestra.	and form and structure	
	DYNAMICS, DURATION,	performed.	Practicing pieces of	Understand what	Develop an	of Folk Songs.	
	TEXTURE, TIMBRE or	Develop a feeling for	keyboard music to build	Question and Answer,	understanding of	Know some of the	
	SONORITY,	and an awareness of a	skills and understanding	Binary, Ternary and	musical instruments and	different instruments,	
	ARTICULATION, SILENCE.	regular pulse in music	of reading music and	Rondo Forms are in	how they are played, the	timbres and sonorities	
	Draw on the Elements of	from different times and	playing an instrument	music.	families/sections,	often used in the	
	Music as a resource	places.	using correct posture,	Recognise the	construction, different	performance of Folk	
	when composing,	Distinguish between	fingering and accuracy	differences between	sound production	Music.	
	creating and improvising	pulse/beat and rhythm.	of pitch and rhythm	music based on different	methods and	Understand and use the	
	and use the Elements of	Develop and	Understand the	Forms and Structures.	characteristic	different musical	
	Music effectively when	understanding of note	importance of	Know how to label or	timbres/sonorities.	information given on a	
	performing and singing.	values in terms of	"warming-up" before	identify different		lead sheet and available	



	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) Explore different keyboard instruments from different times and places.	sections within a complete piece of music. Recognise that music with a recurring or repeated section provides familiarity to the listener. 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.
End points covered:	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/arrangeme nt of a folk song. Also demonstrating understanding of harmony and accompaniment.
NC/Spec coverage:	Pitch, Tempo, Dynamics (pp, p, mp, mf, f, ff, cresc., dim., <, >), 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.





Cross-curricular	Maths - patterns,	Maths - patterns,	Maths – beat counts,	Maths – beat counts,	Maths – beat counts,	Maths – beat counts,	
links:	Science – sound	Science – sound creation	Literacy – reading	Literacy – reading	Literacy – reading	Literacy – reading	
	creation, Art and Design		notation, Art and Design	notation, Art and Design	notation, Art and Design	notation, Art and Design	
	– graphic scores.		- patterns	- patterns	- patterns	- patterns	
Assessments:	Formative –	Formative - rhythm	Formative - Provide	Formative - assessing	Formative – listening	Formative –	
ļ	Composition Sea	work, keeping a steady	feedback, particularly	students understanding	assessment to recognise	arrangement of The	
	Interludes	pulse and keeping	focussing on keyboard	of how music is	instruments of the	Wellerman.	
		together.	technique.	structured.	orchestra.		
	Summative –	Summative - assessing	Summative - assess	Summative - Students	Summative – Create a	Summative –	
	Performance Ode to Joy	complexity of	performances on	compose a piece of	performance of a given	arrangement of The	
		composition ie	keyboards.	music to demonstrate	piece of music, applying	Wellerman – or another	
		polyrhythms etc.		their understanding of	appropriate instrument	suitable Folk Song.	
				musical structure.	sounds.		
Other academy in	ntent priorities						
Curriculum	Different careers and fu	rther education opportur	nities, discussed througho	out the course :			
Careers -	Music production , technician , sound engineer, digital arts						
Gatsby 4	, , , , , , , , , , , , , , , , , , , ,	, , , , , , , , , , , , , , , , , , , ,	0				
Culturally rich –	Offer 1-1 instrumental	Offer 1-1 instrumental	Offer 1-1 instrumental	Offer 1-1 instrumental	Offer 1-1 instrumental	Offer 1-1 instrumental	
broadening	lessons	lessons	lessons	lessons	lessons	lessons	
horizons	Introduce enrichment	Introduce enrichment	Introduce enrichment	Introduce enrichment	Introduce enrichment	Introduce enrichment	
	opportunities	opportunities	opportunities	opportunities	opportunities	opportunities	