

Long-Term Plan

KS3

Below is an overview of the progress our students' make across the three pillars of music education: the technical, the constructive, and the expressive. Across KS3, students develop their technical skills using voice, piano, guitar, and percussion, as well as their fluency in using staff and tab notation. Students develop their understanding of the musical elements and how different components are used to construct a piece of music. Students compose their own pieces of music throughout KS3 and can express their musical creativity. Students also explore a wide range of styles and traditions, including examples of music from the Western Classical tradition, musical theatre, Blues and Jazz, pop music, film music, traditional African music and Samba. Here we have outlined our plan for how this progress is made across Years 7, 8 and 9.

Year 7:

Topic	Sing Up	Stomp	Keyboard Skills	Four Chords	African Singing and Drumming	BBC 10 Pieces
Technical	Posture, diction, breath control, support, intonation	Ability to read and write using basic rhythm notation	Keyboard technique (using all 5 fingers), pitch notation.	Using chord symbols, playing chords on the keyboard	Bass and tone technique on the djembes.	Developing keyboard technique, use of sharps and flats
Constructive	Beats in a bar, tempo and rhythm, upbeat, blue notes, harmony	Composing rhythms, creating polyrhythm performances.	Introduction to C major scale, degrees of the scale	Understanding chords, how chords are used in songs.	Use of call and response.	Motifs, irregular time signatures, sharps and flats.
Expressive	Dynamics using voice, blending harmonies	Dynamics in a group – crescendo, diminuendo	Performing smoothly – legato. Dynamics on the piano.	Sensitivity in accompaniment	Projection, dynamics, blending harmony	Dynamics, use of rests/ silence

Year 8:

Topic	Guitar Skills	Musical Theatre	Whole Class Band	Sequencing	Riffs, Motifs and Ostinatos	Samba
Technical	First position on the guitar, producing a clear tone	Use of chest and head voice, diction, and projection	Accuracy and fluency using various instruments, timing	Using Garageband to sequence accurately	Accuracy, fluency and technique using piano and guitar	Syncopated rhythms and triplets, accuracy and timing
Constructive	Guitar riffs, composing a guitar riff	How musical features portray a character/ story	Layers of pop songs – vocals, chords, bassline, drumbeat	Layers of pop songs – vocals, chords, bassline, drumbeat	How riffs, motifs and ostinatos are used in a range of pieces	Features of samba – grooves, ostinatos, paradinhas
Expressive	Tone, legato, dynamics	Expression/ portraying a character through song	Live performance	Dynamics, articulation (through sequencing).	Articulation	Sense of ensemble, balance, dynamics

Year 9:

Topic	Band Skills	Film Music	Blues and Jazz	Melody Writing	Bass Clef	Pop Music
Technical	Accuracy and fluency using various instruments, timing	Using Garageband to compose	Accuracy and fluency using various instruments, timing	Using music technology to compose an effective melody	Fluency using the grand staff, co-ordination of two hands using piano	Accuracy and fluency using various instruments, timing
Constructive	Layers of pop songs – vocals, chords, bassline, drumbeat	Composing using pedal, ostinato, fanfare, stab chords	Use of chords, scales, rhythms, and improvisation	Major and minor scales, degrees of the scale, phrasing	Basslines	Layers of pop songs – vocals, chords, bassline, drumbeat
Expressive	Live performance	Composing to depict a war scene	Features of Blues and Jazz	Creative expression through composing – open-ended.	Articulation, dynamics, balance between hands	Features of different pop sub-genres

KEY STAGE 4 (Eduqas GCSE)

Year 10:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Elements of Music	AOS1	AOS4	AOS2	Free Composition/ Ensemble	Free Composition/ Ensemble
Students develop a strong foundation for the key terms across the 8 elements of music. Students develop their understanding of these terms through listening, performing and composing.	Students begin to apply their knowledge of the elements of music in AOS1 (forms and devices). Students cover set work 1 and complete a range of listening and theory activities. Students consolidate learning through performance and composition activities.	Students begin to apply their knowledge of the elements of music in AOS4 (popular music). Students cover set work 2 and complete a range of listening and theory activities. Students consolidate learning through performance and composition activities.	Students begin to apply their knowledge of the elements of music in AOS2 (music for ensemble). Students complete some more complex ensemble performance tasks and composition tasks.	Students continue to develop their listening and theory skills one lesson a week. They also begin their free composition coursework by composing initial ideas and choosing an ensemble piece and beginning to learn this.	Students continue to develop their listening and theory skills one lesson a week. Students develop their composition ideas into a first section with regular feedback and independently learn their ensemble parts.

Year 11:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Free Composition	AOS 2/ AOS3 Ensemble Performance	AOS 1/ AOS4/ Brief Composition/ Solo performance	AOS2 AOS3/ Brief Composition/ Solo performance	Exam Prep (data driven)	
Students continue to develop their listening and theory skills one lesson a week and revisit set works. Students develop and extend free composition into a full piece with regular feedback. Free Composition is to be completed this term. Practicing ensemble performance is regular homework.	Students continue to develop their listening and theory skills one lesson a week. Two lessons a week students practice their <u>ensemble performance which is to be recorded before the end of term.</u>	Students continue to develop their listening and theory skills one lesson a week and revisit set works. Students develop brief composition ideas with regular feedback. Solo pieces are decided on and rehearsal is weekly homework.	Students continue to develop their listening and theory skills one lesson a week and revisit set works. <u>Students complete their brief compositions with regular feedback. Solo pieces are rehearsed and recorded this term.</u>	All coursework is completed and handed in. Students have sat mocks, following an analysis of their performance, a bespoke plan is created for Term 5 to best prepare students for their listening exam.	