

## Music: Long Term Plan

Year Group	Rotation 1	Rotation 2	Rotation 3
7	<p><b>Topic 1: Baseline</b> <b>Harry Potter Puppet Pals</b></p> <p>Baseline carried out in the initial week to the Topic 2 SOL (STOMP or Jazz depending on the teacher and classroom availability).</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand key elements of music (rhythm and pulse, pitch, dynamics, tempo, texture)</li> <li>Apply core composing techniques (unison, repetition, staggered entry, canon, call &amp; response)</li> <li>Developing simple rhythmic understanding and applying skills to begin thinking about audience engagement when performing.</li> </ul> <p><u>Skills:</u> Demonstrating expressive elements of music (dynamics, Tempo). Building confidence in performance.</p>	<p><b>TOPIC 2: Jazzing it up</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand the style, genre and key musical features.</li> <li>Develop knowledge of notation and rhythmic durations, using the keyboards.</li> <li>Understand the key elements of music and apply these appropriately.</li> <li>Vocal warm up/skills.</li> </ul> <p><b>Skills:</b> Keyboard skills: Triad chords, bassline, bass note, melody line (the head). Use of syncopation. Timing and fluency of each part played. Structuring a final version of an Arriba piece in pairs. Apply expressive skills such as dynamics and tempo appropriately.</p>	<p><b>TOPIC 3: STOMP</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand the key elements of music and apply these appropriately.</li> <li>Develop an understanding of rhythmic variations and composing techniques to engage the audience - syncopation, polyrhythms, call and response, unison, staggered entry, solo, tension and release etc.</li> </ul> <p><u>Skills:</u> Demonstrate leadership of whole class and small groups, composing skills. Rhythmic skills: development (durations) and application of the elements of music such as pitch, dynamics, tempo, rhythm, pause/silence, texture, timbre etc. Timing, fluency of each part within a group structure.</p>
8	<p><b>TOPIC 1: Baseline</b> <b>Cup rhythm/rhythmic piece</b></p> <p>Baseline carried out in the initial week to the Topic 2 SOL (Rhythms from around the world or Popular music dependent on the teacher and classroom availability).</p> <p><b>Knowledge:</b></p>	<p><b>TOPIC 2: Popular music (70's or 80's)</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand the style, genre and key musical features of the decade.</li> <li>Develop knowledge of notation and rhythmic durations, using the keyboards.</li> <li>Understand the key elements of music and apply these appropriately.</li> </ul>	<p><b>TOPIC 3: Rhythms from around the World (African drumming or Samba)</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand the style, genre and contextual background.</li> <li>Djembe drumming technique / Samba instrumentation and techniques</li> </ul>

	<ul style="list-style-type: none"><li>Understand key elements of music (rhythm and pulse, pitch, dynamics, tempo, texture)</li><li>Developing rhythmic understanding (syncopation/4/4 time)</li><li>Apply core composing techniques (unison, repetition, staggered entry, canon)</li></ul> <p><u>Skills:</u> Demonstrating expressive elements of music (dynamics, Tempo). Building further confidence in performance.</p>	<ul style="list-style-type: none"><li>Vocal warm ups/skills</li></ul> <p><b>SKILLS:</b> Reading &amp; following a lead sheet, chord progressions, triad chords, bass note, vocal range (chest/head voice), timing, fluency, accuracy of each part played within a paired structure.</p>	<ul style="list-style-type: none"><li>Develop a further understanding of rhythmic variations and composing techniques to engage the audience - syncopation, polyrhythms, call and response, unison, staggered entry, solo, tension and release etc.</li></ul> <p><b>SKILLS:</b> Further application of leadership skills (whole class and small groups), engagement of a performance piece, structural importance, composing skills. Rhythmic development (durations/3/4 and 4/4 time, 4 beat and 8 beat rhythms/accenting) and application of the elements of music such as pitch/drumming technique, dynamics, tempo, rhythm, pause/silence, texture, timbre etc.</p>
9	<p><b>Topic 1: The Blues</b></p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"><li>Know and understand the contextual background and key features of the genre and style.</li><li>Know how the 12 bar blues fits in with the lyrical structure – AAB.</li><li>Develop further knowledge of music notation and rhythmic durations, using the keyboards.</li></ul> <p><u>Skills:</u> Structure, audience engagement, timing and fluency of each part played, rhythmic understanding (syncopated/straight). Walking bassline, triad chord technique (1, 3, 5), bass note, root note, improvisation, blues scale, arpeggio, broken chord.</p>	<p><b>Topic 2: Computer and Videogame music using Cubase (music technology)</b></p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"><li>Know and understand the contextual development of computer and videogames/music.</li><li>Develop a basic understanding of a DAW (digital audio workstation - Cubase) and how to use it.</li><li>Understanding of terminology: Sound Effect, Chiptune/8-Bit Music, Synthesiser, Sampling, Soundtrack</li><li>Further development of reading music notation and following a score</li></ul> <p><u>Skills:</u> Music production: Mixing, editing, quantisation, delay, reverb, compress, midi/audio tracks, dynamics. Melodic phrase, conjunct/disjunct movement, repetition, pitch, texture, instrumentation.</p>	

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
10	Music technology/performance planned for 2022-2023.		
11  NCFE in Performance Skills	<b>Unit 2 Mock Brief: POWER</b>  A second formal introduction to the synoptic exam process. Mock Controlled assessment time practised in a block of time to become familiar with the exam process. <ul style="list-style-type: none"> <li>• Working as part of an ensemble and as a solo artist.</li> <li>• Solo skills revised and material devised/composed for assessment.</li> <li>• Students complete all written documentation focusing on particular the technical and evaluation documents.</li> </ul>	<b>Real exam brief: Synoptic brief released from NCFE.</b>  Students will respond to a brief set by the exam board. They have to devise x2 performances and collate supportive coursework to complete within the time frame of 21 hours. The aim of this assessment is to demonstrate the theory obtained in Unit 1 written exam and in the practical preparation time for this unit in a final performance.	