

Long Term Plan

Subject Music

Aim of the curriculum:

To ensure that all students are competent musicians who enjoy taking part in the subject – with the ability to perform, compose and listen to music with an understanding of style, context, theory and expression. All students will want to take part fully in lessons.

Students will learn to perform and compose as individuals and in groups.

To allow students to explore and learn about a wide variety of musical styles from different periods of time, places and traditions.

The curriculum is designed to develop the skills needed for GCSE music whilst looking at a wide range of styles and ideas – the ability to perform, to be able to create and edit ideas and also to listen with a critical ear.

We value character, competence and community in our curriculum:

- **Character:** Engaging all pupils in musical learning that develops creativity, resilience and the confidence to express feelings and thoughts, experiment with new musical ideas and grow imaginations.
- **Competence:** Developing pupils' ability to make music well so that musical outcomes are excellent and aspirations are raised. Ensuring that all are equipped for further musical study if they choose it.
- **Community:** Inspiring all pupils to develop a lifelong love, appreciation and understanding of a wide range of musical styles and traditions. Ensuring all experience the power of music to include, to draw people together, understand others and facilitate positive connection.



The Oasis Music curriculum is carefully planned so that core musical skills, knowledge and understanding are developed over time.

Knowledge *of* music is developed through 'learning *in* and *through* music, not solely *about* music'*.

- **General musicianship** (sense of pulse, pitch, notation reading, interpretation, musical memory, rehearsal skills) is developed through whole class singing, percussive playing, Kodaly method and explicit teaching of practice techniques which are embedded by returning to these same practices in increasingly challenging contexts throughout KS3
- **Instrumental and vocal skills** develop from a basis of general musicianship, with all children gaining simple skills on a selection of instruments before settling on one which they develop mastery of
- **Ensemble skills** are initially taught through teacher-led modelling and workshoping as well as explicit teaching of rehearsal and musical communication skills. Then ensemble skills (leadership, empathy, collaboration, listening, resilience) are developed through increasingly

challenging ensemble singing, playing and performing, large and small groups with increasing independence, playing increasingly complex repertoire.

- **Musical language and contextual understanding of music** begins with simple musical concepts and language then builds and accumulates over time as children learn music from a wide range of genres and traditions, listening, describing and analysing music through speech and writing with increasing discrimination
- **Composition and improvisation** opportunities are integrated throughout the curriculum, incrementally increasing in demand and complexity from short rhythmic patterns to entire song compositions
- **Music technology** understanding and use is introduced gradually, starting with simple loop arrangements and building to a Beethoven sequencing project and song composition.

Aims/outcomes

Through our carefully sequenced and ambitious curriculum we intend that our students will achieve these aims/outcomes:

1. To equip all students with the knowledge, skills and understanding so that they will know how to make music well, being able to**:
 - Play an instrument alone and with others
 - Sing and use their voices
 - Create their own music, composing and improvising alone and with others
 - Use and understand notation
 - Use music technology to create and reproduce music
 - Describe and analyse music using the musical elements: dynamics, rhythms, instrumentation, pitch, structure, harmony, tempo, articulation, timbre, texture.
2. To induct all students into existing musical traditions and their practices of making-music, through:
 - performing, listening to, reviewing and evaluating music across a range of historical periods, genres, cultures and traditions, including the works of great composers and musicians
 - engaging in extracurricular clubs and enrichment activities that allow them to develop their own musical interests and skills
 - working with professional musicians from a range of musical traditions
 - watching and taking part in live musical performances
3. To enable all students to develop their character, confidence and identity through music, evidenced by:
 - a lifelong love of music and a belief that they can be musicians

- resilience to rehearse, improve, perform, give and take feedback and reflect effectively
- empathy, sensitivity, understanding and openness to others
- confidence, collaboration and leadership skills
- an understanding of music's role in shaping individuals, culture and community for good.

YEAR 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	Sing up/STOMP	Sing up/STOMP	Keyboard skills	Traditional West African drumming and singing	Intro to music tech	Hall of the Mountain King – the orchestra
General musicianship	<ul style="list-style-type: none"> • Enjoy making music with others • Develop internal sense of pitch 	<ul style="list-style-type: none"> • Read, write and play crotchets, quavers, rests, triplets and semiquavers using Kodaly method • Develop sense of pulse 	<ul style="list-style-type: none"> • Internal sense of pulse, musical memory, understanding of pitch and confidence performing solo. 	<ul style="list-style-type: none"> • Singing in harmony • Singing in tune • Sense of pulse 	<ul style="list-style-type: none"> • Sense of pulse – playing in time with a metronome 	<ul style="list-style-type: none"> • Introduction to pitched staff notation • Rehearsal of previously learned rhythm notation
Instrumental competence and music technology	<ul style="list-style-type: none"> • Sing in tune alone and with the whole class 	<ul style="list-style-type: none"> • Play rhythms using body and 'STOMP' percussion 	<ul style="list-style-type: none"> • Know where notes are on the keyboard • Play the riffs, chords, bass lines and melody from a recent popular song on the keyboard. • Learn a classical piece to play with both left and right hands 	<ul style="list-style-type: none"> • Singing melodies and harmonies in tune alone, with the whole class and in small groups • Djembe drumming: two tones, unison and polyrhythms 	<ul style="list-style-type: none"> • Rehearsal of previously learned keyboard skills Music tech: <ul style="list-style-type: none"> • Loops • Record chords, bass line, riff. • Edit: trim, copy, paste, quantise, delete. 	<ul style="list-style-type: none"> • Use of previously learned keyboard skills to play more challenging parts • Play a part from staff notation
Ensemble skills	<ul style="list-style-type: none"> • Rehearse singing as a whole class – teacher led. • Following a leader 	<ul style="list-style-type: none"> • Play in time alone and with others • Whole class, teacher led rehearsal 		<ul style="list-style-type: none"> • Whole class modelling of effective ensembles • Small group rehearsing and arranging 		<ul style="list-style-type: none"> • Play an orchestral part (on the keyboard) with

	<ul style="list-style-type: none"> Ensemble sensitivity 	<ul style="list-style-type: none"> Arrange and rehearse in small groups Listening to others, sharing ideas, making decisions together 		<ul style="list-style-type: none"> Listening to others, sharing ideas, making decisions together 		<ul style="list-style-type: none"> others playing different parts
Musical language and contextual understanding	<ul style="list-style-type: none"> Dynamics, melody and harmony Understand meaning of songs and sing expressively 	<ul style="list-style-type: none"> Rhythms, dynamics and tempo 	<ul style="list-style-type: none"> Riffs, chords, bass lines and melodies. 	<ul style="list-style-type: none"> Context and history of traditional African drumming and songs 	<ul style="list-style-type: none"> Sequencer Loops Riffs, chords, bass lines and melodies. Structure 	<ul style="list-style-type: none"> Orchestra and orchestral instruments Grieg and his context How musical elements are used to convey meaning: pitch, tempo, articulation, rhythm, texture
Composition and improvisation		<ul style="list-style-type: none"> Compose rhythms and arrange rhythmic pieces with others 		<ul style="list-style-type: none"> Arrange songs and drumming accompaniment in small groups Improvise drum rhythms 	<ul style="list-style-type: none"> Arrange loops into simple ABA piece Compose riff 	
Assessment	Whole year group singing concert performance	Small group rhythm composition Listening test: elements, rhythms, instruments and elements in popular songs	Keyboard performance	Small group performance of arrangement of song	Recording of composition	Perform part with rest of class Listening test: elements, staff notation, Hall of the Mountain King, popular music

YEAR 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Title	<ul style="list-style-type: none"> Guitar/ukulele skills 	<ul style="list-style-type: none"> Haydn trumpet concerto – sequencing project 	<ul style="list-style-type: none"> Whole class band 	<ul style="list-style-type: none"> Film music 	<ul style="list-style-type: none"> Reggae Samba
General musicianship	<ul style="list-style-type: none"> Internal sense of pulse, understanding of pitch and confidence performing solo and in a group. 	<ul style="list-style-type: none"> Read and play dotted crotchets, quavers and rests. Develop reading pitched staff notation. Develop sense of pulse recording in time with metronome. 	<ul style="list-style-type: none"> Playing in time with others. Resilience and commitment in rehearsal. 	<ul style="list-style-type: none"> Develop imagination, creativity, understanding of how meaning connects to sound. Develop use of musical elements to represent meaning. 	<ul style="list-style-type: none"> Apply all previously developed general musicianship strengths to a new style of music in performance and composition.
Instrumental competence and music technology <i>Principles of practice in every scheme</i>	<ul style="list-style-type: none"> Know how to read chord charts. Play and compose simple riffs. Play four chords. 	<ul style="list-style-type: none"> Development of previously learned keyboard skills Music tech: Recording multiple parts through midi. Edit: trim, copy, paste, quantise, delete. 	<ul style="list-style-type: none"> Develop competence on chosen instrument. 	<ul style="list-style-type: none"> Develop competence on chosen instrument. 	<ul style="list-style-type: none"> Develop competence on chosen instrument.
Ensemble skills	<ul style="list-style-type: none"> Play in time alone and with others Whole class, teacher led rehearsal Arrange and rehearse in small groups Listening to others, sharing ideas, making decisions together 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Whole class modelling of and participation in ensemble. Musical sensitivity. Listening to others, sharing ideas, making decisions together. 	<ul style="list-style-type: none"> Whole class improvising and composing. Small group improvising and composing. Listening to others, sharing ideas, making decisions together. 	<ul style="list-style-type: none"> Play chosen traditional music in whole class and small group ensembles.
Musical language and contextual understanding	<ul style="list-style-type: none"> Frets, riffs, chords, strumming, picking. 	<ul style="list-style-type: none"> Orchestra and orchestral instruments 	<ul style="list-style-type: none"> Riffs, chords, bass lines and melodies. Structure: verse, chorus, stops. 	<ul style="list-style-type: none"> John Williams and his context. 	<ul style="list-style-type: none"> Language and contextual understanding related to chosen traditional music.

		<ul style="list-style-type: none"> • Haydn and his context • Concerto. • Chords, bass line, harmony, melody. 	<ul style="list-style-type: none"> • Texture: creating contrast 	<ul style="list-style-type: none"> • How musical elements are used to convey meaning. 	
Composition and improvisation	<ul style="list-style-type: none"> • Compose a riff. • Arrange a small group performance of a popular song. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Improvising and composing on themes and for short sections of film as a whole class and in small groups. 	<ul style="list-style-type: none"> • Improvise and/or compose in the style of chosen traditional music in small groups and on music technology.
Assessment	<ul style="list-style-type: none"> • Small group guitar performance of popular song. 	<ul style="list-style-type: none"> • Recording of first 16 bars of 3rd mvmt. Listening test: Haydn trumpet concerto, staff notation and elements in popular songs 	<ul style="list-style-type: none"> • Whole class band performance as a part of whole year group performance. 	<ul style="list-style-type: none"> • Recording of small group composition for film clip. 	<ul style="list-style-type: none"> • Recording of composition in the style of chosen traditional music. • Listening test: Film music, chosen traditional music, staff notation and elements in popular songs.

YEAR 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Making the band	Beethoven Symphony 5 – sequencing project	Making the Band 2 - Reggae	Composing and Ground Bass	Songwriting	Dance Music
General musicianship	<ul style="list-style-type: none"> • Playing in time with others. Resilience and commitment in rehearsal. • Read lead sheet. 	<ul style="list-style-type: none"> • Read and play more complex staff notation. • Develop sense of pulse recording multiple parts in time with metronome. 	<ul style="list-style-type: none"> • Apply all previously developed general musicianship strengths to a new style of music in performance and composition. 	<ul style="list-style-type: none"> • Develop imagination, creativity, confidence to express personal feeling and/or meaning through music. • 		
Instrumental competence and music technology	<ul style="list-style-type: none"> • Develop competence on chosen instrument. • Create contrast within given structure 	<ul style="list-style-type: none"> • Development of previously learned keyboard skills • Music tech: 	<ul style="list-style-type: none"> • Develop competence on chosen instrument through performing new, complex parts and improvising with new scales/rhythms. • 	<ul style="list-style-type: none"> • Music tech: • Recording multiple parts through midi and audio. • Edit: trim, copy, paste, quantise, delete. 		

<i>Principles of practice in every scheme</i>	(rhythms, dynamics, articulation).	<ul style="list-style-type: none"> Recording multiple parts through midi. Edit: trim, copy, paste, quantise, delete. 		
Ensemble skills	<ul style="list-style-type: none"> Play in time alone and with others Arrange and rehearse in small groups Listening to others, sharing ideas, making decisions together. 		<ul style="list-style-type: none"> Play and in whole class and small group ensembles. 	
Musical language and contextual understanding	<ul style="list-style-type: none"> All language relating to: Pop song structure Parts in pop songs Instrumental techniques Creating contrast 	<ul style="list-style-type: none"> Orchestra and orchestral instruments Beethoven and his context Texture. 	<ul style="list-style-type: none"> Language and contextual understanding related to Reggae Swung rhythms, syncopation, breaks, Bob Marley Pachelbel's Cannon, ground bass. 	<ul style="list-style-type: none"> All language relating to: Pop song structure Parts in pop songs Instrumental techniques Creating contrast Lyric writing
Composition and improvisation	<ul style="list-style-type: none"> Arrange a small group performance of a popular song. 	<ul style="list-style-type: none"> Compose drum beat and arrange parts to 'remix' first 16 bars of Beethoven 5. 	<ul style="list-style-type: none"> Compose melodic ideas and create different ideas from one starting point 	<ul style="list-style-type: none"> Composing parts on given chord sequences: drum beats, riffs, melodies, bass lines, harmonies.
Assessment	<ul style="list-style-type: none"> Small group performance of popular song. 	<ul style="list-style-type: none"> Recording of Beethoven 5 project. Listening test: Beethoven 5, staff notation and elements in popular songs. 	<ul style="list-style-type: none"> Recording of Performance Composition. Listening test: Film music, chosen traditional music, staff notation and elements in popular songs. 	<ul style="list-style-type: none"> Recording of song

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<p>Topic: AOS5 Conventions of Pop</p> <p>Solo Performance Composition Skills</p>	<p>Topic: AOS 4 Film and Video Game music</p> <p>Group Performance Composition Skills</p>	<p>Topic: AOS 2 Concerto through time</p> <p>Solo Performance Composition Skills</p>	<p>Topic: AOS 2 Concerto through time</p> <p>Group Performance Composition Skills</p>	<p>Topic: AOS 5 Rhythms of the world</p> <p>Solo Performance Composition Skills</p>	<p>Topic: AO4 Rhythms of the world</p> <p>Group Performance Composition Skills</p>
Year 11	<p>Topic: AOS 2 Concerto through time</p> <p>Coursework – Performance Composition</p>	<p>Topic: AOS 4 Film and Video Game Music</p> <p>Coursework – Performance Composition</p>	<p>Topic: AOS 4 Rhythms of the world</p> <p>Coursework – Performance Composition</p>	<p>Topic: AOS 5 Conventions of pop</p> <p>Coursework – Performance Composition</p>	<p>Topic: Revision all AOS</p> <p>Mop up Coursework Exam Technique</p>	