# Music Curriculum Long Term Planning

| | | Term 1 | | Term 2 | | Term 3 | |
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| **Year 7** | Big Idea. | I can play a musical instrument like and expert. The big idea and pedagogy approach in music is that students choose and specialise in a musical instrument pathway for the entire year. The core of each lesson is rehearsal and building instrument specific technique specific to each half term. The result being that all students at Crofton can play like an expert in their chosen instrument.<br>They build musical knowledge through rehearsal and working their way independently through a specialist tailored music book taking students from beginner to Grade 1 & 2 standard and beyond.<br>Listening and Appraising and Composing is delivered each lesson and knowledge is built throughout the year | | | | | |
| | Key Knowledge and skills | **Expected Knowledge**:<br><br>Knowledge of World Music.<br>**Performing**<br>Know how to perform an independent part in an African Djembe Ensemble<br><br>**Key terminology**<br>Polyrhythms and Texture<br>Musical Instrument Workshopping | Musical Element<br>Tempo Largo / Andante / Allegro<br><br>**Expected Knowledge**:<br>Basic Notation<br><br>Italian Tempo terminology<br><br>Students will have experienced playing rudimentary pieces on Drum Kit, Bass, Electric and Acoustic Guitar, Keyboard and singing.<br><br>From this students will choose their own choice instrument to specialise in throughout Year 7 | Musical Element<br>Dynamics Piano / Forte<br><br>**Expected Knowledge**:<br>Be able to read traditional notation / TAB or Drum Scores including simple 4 bar rhythm patterns<br><br>**Performance**<br><br>Instrument specific technique. Through guidance of their chosen pathway music book, students will work their way through each piece demonstrating basic specific musical knowledge.<br>Eg; using all fingers on guitar, piano, correct | Musical Element<br><br>Pitch High / Low<br><br>**Expected Knowledge**:<br>How to read a lead sheet, how to count and perform together.<br>How to develop confidence to perform in front of others<br><br>**Performance**<br>Students will know the knowledge needed to be able to perform in an ensemble. They will use their knowledge of their chosen instrument so will already demonstrate musical skills to be able to perform with Accuracy and Fluency | Musical Element – Tonality Major / Minor<br><br>**Expected Knowledge**:<br>How to create, edit, choose appropriate sounds and understand the features of EDM. | Musical Elements year recap<br><br>**Expected Knowledge**:<br>Be able to perform more challenging pieces of music with correct instrument specific techniques (Tacit knowledge) Key terminology linked to their chosen instrument. For example for drummers; Snare, Open and Closed Hi Hat, Bass Drum, Crash, Vibrato, Belt |

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| | | | | breathing for vocals and correct hand placement for kit | | | |
| | End Point | Students will know what the features of African Djembe drumming. They will know the culture of our curriculum and have knowledge | Students will have chosen their musical pathway for Year 7 and will be able to play their first piece accurately and fluently reading correct rhythm patterns and notation specific to their instrument – TAB/ Drum Score / Treble Clef | Students will be able to play a number of pieces of music with accurate pitch and rhythm | Students will be able to perform an individual part of The Passenger accurately in a small ensemble.<br>They will know how to improve the accuracy of their part | Students will know how to create a project / edit sounds and use Loops and Samples effectively to create their own authentic piece of EDM which they can export to take home. | Students will be able to play a number of pieces of music from their chosen pathway accurately and fluently with increasing technical knowledge |
| **Year 8** | Big Idea | I can play a musical instrument like and expert. The big idea and pedagogy approach in music is that students choose and specialise in a musical instrument pathway for the entire year. The core of each lesson is rehearsal and building instrument specific technique throughout the year. The result being that all students at Crofton can play like an expert in their chosen instrument.<br>They build musical knowledge through rehearsal and working their way independently through a specialist tailored music book taking students from beginner to Grade 2 & 3 standard and beyond.<br>Listening and Appraising and Composing is delivered each lesson and knowledge is built throughout the year | | | | | |
| | Key Knowledge and skills | **Composing**<br>Melodic Devices<br>Conjunct / Disjunct.<br><br>**Performance**<br>Students will decide on their musical pathway instrument pathway for Year | **Composing**<br>Melodic Devices<br>Riff & Ostinato<br>Students will learn features of Riff and Ostinato to enable them to learn how to compose a melody.<br>**Performance**<br>Students will refine Accuracy. Fluency and | **Composing**<br>Melodic Devices<br>Intervals<br>Note Values, Rests,<br><br>**Performance**<br>Students will embed Instrument Specific Techniques | **Composing**<br>Melodic Devices<br>Repetition<br><br>**Performance**<br>Students will know the knowledge needed to be able to perform a more challenging piece of music in an | **Composing**<br>Melodic Devices<br>Imitation<br><br>Students will use music technology to embed knowledge of melodic devices | **Composing**<br>Melodic Devices<br>Sequence<br><br>**Performance**<br>Students will know the knowledge needed to |

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| | | 8. Drum Kit, Vocals, Bass, Guitar or Piano. | specific techniques for their chosen instrument in preparation for Assessment 1 Part B | Riff, Fill, Vibrato, Power Chord, Flam, Crash, Open Hi Hat to enable them to achieve higher difficulty pieces of music | ensemble. They will use their knowledge of their chosen instrument so will already demonstrate musical skills to be able to perform with Accuracy and Fluency | learned throughout Year 8<br><br>They will develop knowledge of how to use Cubase, manipulate voicings, record, edit and quantise | |
| | End Point | **Performance**<br><br>Students will have chosen their instrument pathway for Year 8 and will have started rehearsing their first piece.<br>**Composing**<br><br>Be able to demonstrate an Ostinato using | By the end of term, students will have performed Part B of the assessment – Application of Knowledge on their chosen instrument – A solo performance. Grade 2 standard. | | | | |

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| | | Conjunct and Disjunct Ideas | | | | | |
| **Year 9** | Big Idea | I can write a song Pt2 | | | | | |
| | Key Knowledge and skills | What is a chord<br>Major / Minor | Creating a Chord Sequence | Extending Chords | Broken Chords / Arpeggios | Melody and Accompaniment | Melody and Accompaniment |
| | End Point | Students will have chosen their instrument pathway for Year 8 and will have started rehearsing their first piece. Students will also be able to demonstrate their knowledge of major and minor chords. | By the end of term, students will have performed Part B of the assessment – Application of Knowledge on their chosen instrument – A solo performance. Grade 3 standard at Year 9. Students will also be able to demonstrate a chord progression using | | | | |

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| | | | major and minor chord | | | | |
| **Year 10** | Big Idea | To know the difference between Component 1 2 and 3 to achieve a GCSE in Music. To perform my first solo | | | | | |
| | Key Knowledge and skills | **Performance Knowledge:** To know how to perform with an awareness of the assessment criteria for GCSE solo Performance<br><br>**Composition Knowledge** – To know how to use Sequencing software<br><br>**Listening & Appraising Knowledge** | **Performance Knowledge:**<br><br>To know how to perform in an ensemble Performance<br><br>**Composition Knowledge** To know how to begin writing a song Initial Ideas<br><br>**Listening & Appraising Knowledge** To know the features of Set Work 1 Africa by Toto. | **Performance Knowledge:** To know how to respond musically to gain higher marks for GCSE solo performance<br><br>**Composition Knowledge** To know how to develop my Initial Ideas for my composition<br><br>**Listening & Appraising Knowledge** To know the features of Film Music | **Performance Knowledge:** To know how to perform accurately to a score in an ensemble Performance<br><br>**Composition Knowledge** To know how to develop a new section of my composition<br><br>**Listening & Appraising Knowledge** To know the features of Set Work 2 Badinerie Taught through new Listening and Appraising Booklet | **Performance Knowledge:** To know how to perform accurately to a score in a solo Performance<br><br>**Composition Knowledge** To know how to refine the melodic and harmonic elements of my composition<br><br>**Listening & Appraising Knowledge** | **Performance Knowledge:** To know how to perform a solo and ensemble performance, meeting criteria for Band 3 and 4.<br><br>**Composition Knowledge** To know when my composition is finished to the best of my ability<br><br>**Listening & Appraising Knowledge** To know how to answer Exam Style Questions. Consolidating all listening in Year 10 |

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| | | To know what MAD T SHIRT is.<br>To know what Baroque, Classical and Romantic Periods are.<br><br>Recap musical elements through the new Listening and Appraising booklets | Taught through new Listening and Appraising Booklet | Taught through new Listening and Appraising Booklet | | To know the features of Musicals / World Music<br>Exam Style Questions | |
| | End Point | First Solo Performance<br><br>Initial Composition Ideas – Chord Sequence | First Ensemble Performance<br><br>Understand what a Melody is and what it does<br><br>Create a melody and develop it – Ostinato / Sequence | Second Solo Performance to exam criteria<br><br>Composition Ideas | | | |
| **Year 11** | Big Idea | | | | | | |
| | Key Knowledge and skills | **Performance Knowledge:**<br>To know how to perform accurately to a score in a solo Performance | **Performance Knowledge:**<br>To know how to perform a solo and ensemble performance with flair and expression. Mock Exam | **Performance Knowledge:**<br>To know how to respond musically to gain higher marks for GCSE solo performance | **Performance Knowledge:**<br>To know how to perform a solo and ensemble performance to achieve band 3 and 4 – Focused rehearsal. Final Exam | Study Leave | N/A |

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| | | **Composition Knowledge** To know how to improve Yr10 composition to achieve band 3 and 4.<br><br>**Listening & Appraising Knowledge**<br>To know the Baroque, Classical and Romantic Periods | **Composition Knowledge**<br>To know how to develop my Initial Ideas for set brief composition<br><br>**Listening & Appraising Knowledge**<br>To know the features of set work<br>Bach and<br>Exam Style Questions | **Composition Knowledge** To know how to develop a new section of my set brief composition<br><br>**Listening & Appraising Knowledge**<br>To know how to answer Exam Style Questions.<br>Consolidating all listening | **Composition Knowledge** To know how to refine the melodic and harmonic elements of my set brief composition<br><br>**Listening & Appraising Knowledge**<br>To know how to answer past paper exam papers. | | |
| | End Point | | | | | | |