

Music - Long Term Plans showing what each year group is currently doing. [More detailed plans per year group showing the KS3 or KS4 journey are available if requested.] These are 'live' documents.

Year 7		HT1	HT2	HT3	HT4	HT5	HT6
Music	Big Idea Developing Musical Skills	Transition: Musical Elements Notation Instrumental Taster	Choosing an Instrument. Learning to read music	Developing Music Reading Rests and Note Values	Developing Literacy Instrumental Specific Technique (Speaking like an expert)	Developing Fluency Practice Techniques	Developing Ensemble Techniques Class Bands – Crofton Summer Concert
	Assessment	Formative Assessment to inform staff student folder Application of new skills introduced throughout topic.	December 2022 Teacher Music Tracker Updated with Grade, Effort and Progress.	Formative Assessment. Green Pen 'Even Better If' on students' scores. Staff update student folder with detailed intervention. DED, VEL & JMC sharing of students failing to make progress and intervention.	April 2023 Teacher Music Tracker Updated with Grade, Effort and Progress.	Formative Assessment. Green Pen 'Even Better If' on students' scores. Staff update student folder with detailed intervention. DED, VEL & JMC sharing of students failing to make progress and intervention.	July 2023 Teacher Music Tracker Updated with Grade, Effort and Progress.
	Assessment Intent	- An individual performance assessment will take place linked to the Learning Journey. Assessment is personalised - Due to the nature of the subject and the curriculum, Assessment takes place formatively and verbal feedback to students. - Students 'Green Pen' their scores so they know how to improve. - Introduction of new skills in KS3 such as elements of music, instrument specific terminology and notation / reading music. 5-a-day booklet (starter) to practice basic geographical skills. - True/false knowledge quiz to recall. - Weekly feedback on progress, including checking any notes for accuracy.		- End-of-half term formal performance assessments used to assess progress, update the music tracker and identify techniques that require further focus/support. This may be done on individual or whole class level, depending on the class and outcomes. - Performance and Instrument Specific questions / interleaving / Balanced Curriculum / World Music delivered through Brain in Gear. Combination of teacher marked and self or peer-assessment. - True/false knowledge quizzes to recall prior knowledge on the point of long-term memory retrieval. - Homework tasks to recall knowledge from previous topics - *Music First / Focus on Sound* - Frequent questioning throughout <u>every lesson</u> to check understanding – focusing on teacher not giving the answers – deeper questioning techniques. - Use of teacher and student modelling performance to encourage self-reflection and aiming high / developing confidence.			

		- Frequent questioning throughout <u>every lesson</u> to check understanding (also through Brain in Gear). Use of teaching and student (HoE) modelling each week. - Performance time built into lessons each week for students to develop self confidence and WWW / EBI.	
	Wider Curriculum Links		SMSC – Building Character: Leadership, organisation, Resilience, Initiative and communication. Health & Wellbeing: Enjoyment of music: maintaining mental and emotional health and wellbeing. Respecting equality and being a member of a diverse community (world music). Spiritual: Mutual respect and tolerance. Exploring the rights and values of others. Using imagination and creativity in learning. Moral: Developing and expressing personal views or values. Social: Participating, cooperating and resolving conflicts, Participating and responding to cultural activities.
		Literacy - opportunities for discussion throughout each instrument performance including instrument specific terminology; reading a range of notation and key terminology (MAD T SHIRT acronym) focus on SPaG in all listening activities – ‘RHYTHM’ for example. Numeracy – numeracy integrated within all topics, such as quarter notes, half notes, basic fractions and reading time signatures – beats per bar.	

Year 8		HT1	HT2	HT3	HT4	HT5	HT6
Music	Big Idea Embedding Performance Techniques	Embedding Notation and Instrument Specific Techniques	Music Technology Cubase Film Music – James Bond	Developing Ensemble Techniques Class Bands	Embedding Performance Directions	Music Technology Composing Music Circle of 5ths	Developing Ensemble Techniques Class Bands Four Chords Songs
	Assessment	Formative Assessment to inform staff student folder Application of new skills introduced throughout topic.	December 2022 Teacher Music Tracker Updated with Grade, Effort and Progress.	Formative Assessment. Purple Pen ‘WWW EBI’ on students’ scores. Staff update tracker with detailed intervention.	April 2023 Teacher Music Tracker Updated with Grade, Effort and Progress.	Formative Assessment. Purple Pen ‘EBI’ on students’ scores. Staff update tracker with detailed intervention.	July 2023 Tracker Updated with Grade, Effort and Progress.
	Assessment Intent	- An individual performance assessment will take place linked to the Learning Journey. Assessment is personalised		- End-of-half term formal performance assessments used to assess progress, update the music tracker and identify instrument specific terminology in order to identify techniques that require further focus/support. This may be done on individual or whole class level, depending on the class and outcomes. - Interleaving / Performance Specific Technique / Balanced Curriculum / World Music delivered through Brain in Gear - with specific focus on attaining half marks – developing appraisal skills for GCSE Component 3 (Listening & Appraising). Combination of teacher marked and self or peer-assessment.			

		- Students 'Purple Pen' their musical scores in order to improve. - Introduction of new skills in KS3 such as elements of music, instrument specific terminology and notation / reading music. 5-a-day booklet (starter) to practice basic geographical skills. - True/false knowledge quiz to recall. - Weekly feedback on progress, including checking any notes for accuracy. - Frequent questioning throughout <u>every lesson</u> to check understanding (also through Brain in Gear). Use of teaching and student (HoE) modelling each week. - Performance time built into lessons each week for students to develop self confidence and WWW / EBI.	- True/false knowledge quizzes to recall prior knowledge on the point of long-term memory retrieval. - Homework tasks to recall knowledge from previous topics - *Music First / Focus on Sound* - Frequent questioning throughout <u>every lesson</u> to check understanding – focusing on teacher not giving the answers – deeper questioning techniques. Use of teacher and student modelling performance to encourage self-reflection and aiming high / developing confidence.
	Wider Curriculum Links		SMSC – Building Character: Leadership, organisation, Resilience, Initiative and communication. Health & Wellbeing: Enjoyment of music: maintaining mental and emotional health and wellbeing. Respecting equality and being a member of a diverse community (world music). Spiritual: Mutual respect and tolerance. Exploring the rights and values of others. Using imagination and creativity in learning. Moral: Developing and expressing personal views or values. Social: Participating, cooperating and resolving conflicts, Participating and responding to cultural activities.
		Literacy - opportunities for discussion throughout each instrument performance including instrument specific terminology; reading a range of notation and key terminology (MAD T SHIRT acronym) focus on SPaG in all listening activities – 'RHYTHM' for example. Numeracy – numeracy integrated within all topics, such as quarter notes, half notes, basic fractions and reading time signatures – beats per bar.	

Year 9		HT1	HT2	HT3	HT4	HT5	HT6
Music	Big Idea Knowledge of musical Interpretation	Exemplar Solo Performance	I know how to compose a piece of Dance Music	I know how to perform as part of an ensemble	I can show how to Listen & Appraise a piece of music: Africa by Toto	I know how to develop musical composition ideas	Developing Ensemble Techniques
	Assessment	Formative Assessment to inform staff student folder	Composition Assessment Teacher Music Tracker Updated with Grade, Effort and Progress.	Formative Assessment. Green Pen 'Even Better If' on students' scores.	Listening & Appraising assessment (written).	Formative Assessment. Purple Pen 'Even Better If' on students' scores.	Ensemble Performance Assessment

	Students perform and performances are recorded. Student reflection of how to improve interpretation		Staff update student folder with detailed intervention.	Teacher Music Tracker Updated with Grade, Effort and Progress.	Staff update student folder with detailed intervention.	Teacher Music Tracker Updated with Grade, Effort and Progress.
Assessment Intent	- An individual performance assessment will take place linked to the Learning Journey. Assessment is personalised - Students ‘Purple Pen’ their music scores so they know how to improve. - Introduction of new skills in KS3 such as elements of music, instrument specific terminology and notation / reading music. 5-a-day booklet (starter) to practice basic geographical skills. - True/false knowledge quiz to recall. - Weekly feedback on progress, including checking any notes for accuracy. - Frequent questioning throughout <u>every lesson</u> to check understanding (also through Brain in Gear). Use of teaching and student (HoE) modelling each week. - Performance time built into lessons each week for students to develop self confidence and WWW / EBI.	- End-of-half term formal performance assessments used to assess progress, update the music tracker. Discuss exemplar performance in order to identify techniques that require further focus/support. This may be done on individual or whole class level, depending on the class and outcomes. - Interleaving / Balanced Curriculum / World Music delivered through Brain in Gear - Combination of teacher marked and self or peer-assessment. - True/false knowledge quizzes to recall prior knowledge on the point of long-term memory retrieval. - Homework tasks to recall knowledge from previous topics - *Music First / Focus on Sound* - Frequent questioning throughout <u>every lesson</u> to check understanding – focusing on teacher not giving the answers – deeper questioning techniques. Use of teacher and student modelling performance to encourage self-reflection and aiming high / developing confidence.				
Wider Curriculum Links		SMSC – Building Character: Leadership, organisation, Resilience, Initiative and communication. Health & Wellbeing: Enjoyment of music: maintaining mental and emotional health and wellbeing. Respecting equality and being a member of a diverse community (world music). Spiritual: Mutual respect and tolerance. Exploring the rights and values of others. Using imagination and creativity in learning. Moral: Developing and expressing personal views or values. Social: Participating, cooperating and resolving conflicts, Participating and responding to cultural activities.				
World Music History of Music Cultural Context and Sub Genres	Literacy - opportunities for discussion throughout each instrument performance including instrument specific terminology; reading a range of notation and key terminology MAD T SHIRT acronym) focus on SPaG in all listening activities –‘ RHYTHM’ for example. Numeracy – numeracy integrated within all topics, such as quarter notes, half notes, basic fractions and reading time signatures – beats per bar.					

