

Key Stage 3 Long Term Planning

Year 7 INTENT: To introduce basic music skills in listening, performing, composing and improvising.

Curriculum Area: Music

Year 7	Transition	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Introduction to Music	The Elements of Music The Elements- Pitch, tempo, dynamics, duration, texture, timbre, Notes on the stave Note values Note names Time signatures Keyboard Skills Graphic Score How to represent the musical elements accurately in a graphic score Interpreting a graphic score Form and Structure- Binary and Ternary		Programme Music What is programme Music? Composing music from a stimulus Developing listening skills The Elements Notes on the stave		African Drumming What is the difference between pulse and rhythm? What is a polyrhythm? How to interpret a rhythm grid. What is call and response?	Ukulele Course How to play chords How to strum How to play along to a backing track
Skills	Establishing classroom rules and expectations Introducing listening skills	Establishing classroom routines for listening exercises Developing the analytical ear Developing confidence to describe music using musical vocabulary Writing music accurately in the treble clef Creating a graphic score (composition) Interpreting a graphic score for performance Performing as a whole class and in ensembles Keyboard skills Singing/vocal skills		Listening Composition Performance Working independently Working as an ensemble		Composition Working independently Working as a whole class Working as an ensemble Singing/vocal skills	Performing Listening Working independently Working as a whole class Singing/vocal skills
Connections to previous learning	N/A it is assumed pupils have little or no prior learning in music. The baseline assessment carried out in the next unit will	Baseline assessment to establish current understanding and previous music experience		Links to year 7 autumn 1 and autumn 2 – graphic score, notes on the stave, the musical elements		Links to year 7 autumn 1 and autumn 2 –notes on the stave, the musical elements, form and structure Links to year 7 spring 1 and spring 2 - composition	Links to year 7 autumn 1 and autumn 2 – notes on the stave, rhythm Links to year 7 summer 1 – rhythm

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	establish a clearer picture to inform future planning for pupils				
Assessment	Formal listening test- baseline assessment Informal Keyboard skills assessment	<p>Baseline assessment <i>Short listening task</i> <i>Multiple choice questions to define key musical words</i> <i>Identify pitch and rhythm</i></p> <p>Listening assessment <i>Identify and describe how the musical elements have been used in the given extract</i></p> <p>Vocab test <i>Define the musical elements plus a variety of music</i> <i>Italian terms used to describe music</i></p> <p>Graphic Score interpretation <i>Individual keyboard performance</i> <i>Whole class singing activity</i></p>	<p>Listening Assessment <i>Pupils will listen to and analyse a piece of Programme Music. Questions will range from multiple choice to open and closed questions.</i></p> <p>Group composition <i>Pupils will work together in a small group to compose an original piece of music from the given stimuli.</i></p> <p>Vocab test <i>Define and spell previous key words and terms plus additional new vocab.</i></p>	<p>Ensemble Performance <i>Pupils will perform a given rhythm grid, maintaining a steady pulse throughout.</i></p>	<p>Knowledge of chords and strumming patterns <i>Pupils will be tested on chord diagrams and strumming patterns.</i></p> <p>Whole class performance <i>Pupils will perform a piece using 4 chords as a whole class.</i></p>
Homework	'Me and my music' questionnaire	<p>Learning new vocabulary - Spellings and definitions</p> <p>Focus on Sound - The Musical Elements Custom Listening Exercise</p> <p>Google Forms Quiz - Recap and PLC</p> <p>Design your own graphic score and key</p> <p>Focus on Sound - The Musical Elements Custom Listening Exercise 2</p> <p>Google Forms Quiz - Recap and PLC</p> <p>Independent practice on instrument</p>	<p>Learning new vocabulary - Spellings and definitions</p> <p>Focus on Sound - Programme Music 1 Custom Listening Exercise</p> <p>Google Forms Quiz - Recap and PLC</p> <p>Focus on Sound - Programme Music 2 Custom Listening Exercise</p> <p>Google Forms Quiz - Recap and PLC</p> <p>Independent practice on instrument</p>	<p>Learning new vocabulary - Spellings and definitions</p> <p>Focus on Sound - African drumming lesson and listening activity</p> <p>Google Forms Quiz - Recap and PLC</p> <p>Independent practice on instrument</p>	<p>Learning new vocabulary - Spellings and definitions</p> <p>Google Forms Quiz - Recap and PLC</p> <p>Independent practice on instrument</p>
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	Induction to instrumental lessons and enrichment programme to commence	<p>Every pupil receives a free instrumental lesson per week</p> <p>Pupils encouraged to take part in the weekly lunchtime co-curricular programme</p> <p>Opportunities to perform in and watch lunchtime concerts</p> <p>Year 7 Arts Trip to Whitworth Art Gallery and RNCM</p>	<p>Every pupil receives a free instrumental lesson per week</p> <p>Pupils encouraged to take part in the weekly lunchtime co-curricular programme</p> <p>Opportunities to perform in and watch lunchtime concerts</p> <p>Opportunity to participate in end of term performance evening</p>	<p>Every pupil receives a free instrumental lesson per week</p> <p>Pupils encouraged to take part in the weekly lunchtime co-curricular programme</p>	<p>Every pupil receives a free instrumental lesson per week</p> <p>Pupils encouraged to take part in the weekly lunchtime enrichment programme</p>

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		<p>Opportunity to participate in end of term performance evening</p> <p>Opportunity to take part in community carol singing</p>		<p>Opportunities to perform in and watch lunchtime concerts</p> <p>Opportunity to participate in end of term performance evening</p>	<p>Opportunities to perform in and watch lunchtime concerts</p> <p>Opportunity to participate in end of term performance evening</p>
Literacy	<p>Talk- Discussing musical ideas</p> <p>Talk- describing music</p>	<p>Talk- Discussing musical ideas, describing music</p> <p>Talk- sharing ideas, compromise and negotiate</p> <p>Writing- multiple choice questions, open and close questions, extended answers to describe, compare music extracts, learning to accurately write notes on the staff (treble clef), create a key/justifying decisions, self-reflection/evaluation linking to PLC</p> <p>Writing- self-reflection/evaluation linking to PLC</p> <p>SPAG- key words and definitions, new vocabulary (key words and definitions)</p> <p>Reading- the notes on the staff, interpreting a score</p>	<p>Talk- describing music, compare different music extracts</p> <p>Talk- sharing ideas, compromise and negotiate</p> <p>Writing- multiple choice questions, open and close questions</p> <p>Writing- extended answers to describe, compare music extracts</p> <p>Writing- presenting musical ideas in an appropriate way</p> <p>Writing- self-reflection/evaluation linking to PLC</p> <p>Reading- detailed descriptions of Planets</p> <p>SPAG- key words and definitions</p>	<p>Talk- Discussing musical ideas and rhythms</p> <p>Talk- describing music, compare different music extracts</p> <p>Writing- sentences to explore syllable rhythms</p> <p>Writing- self-reflection/evaluation linking to PLC</p> <p>Reading – song lyrics</p> <p>SPAG- key words and definitions</p>	<p>Talk- describing music, compare different music extracts</p> <p>Writing- self-reflection/evaluation linking to PLC</p> <p>Reading- music (tab notation and tab)</p> <p>Reading – song lyrics</p> <p>SPAG- new vocabulary (key words and definitions)</p>
Numeracy	Counting a steady pulse	<p>Tempo- maintaining a steady pulse</p> <p>Increase in tempo</p> <p>Note values</p> <p>Time signatures</p> <p>Grouping note values</p> <p>Time management</p> <p>Counting in seconds</p> <p>Using grids</p>	Time signatures (grouping note values into bars) Pulse and tempo	<p>Time signatures (grouping note values into bars)</p> <p>Pulse and tempo</p> <p>Counting syllables</p> <p>Fractions</p> <p>Working with grids</p> <p>Note values</p>	<p>Note values</p> <p>Counting beats and bars</p> <p>Patterns (strumming)</p> <p>Pulse and tempo</p>
CIAG	Why do we study music?	1 x lesson on the role of the conductor	NCW activity: Where can music take you?		
Links to N.C.	<p>Links to KS2 music curriculum.</p> <p>♣ play and perform in solo</p>	<p>♣ use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p> <p>♣ play and perform confidently in a range of solo and ensemble contexts using their voice,</p>	<p>♣ use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p> <p>♣ play and perform confidently in a range of solo and ensemble contexts using their voice, playing</p>	<p>♣ use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p>	<p>♣ use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p>

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	<p>and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ use and understand staff and other musical notations ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ♣ develop an understanding of the history of music 	<p>playing instruments musically, fluently and with accuracy and expression</p> <ul style="list-style-type: none"> ♣ improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions ♣ listen with increasing discrimination to a wide range of music from great composers and musicians ♣ develop a deepening understanding of the music that they perform and to which they listen, and its history. 	<p>instruments musically, fluently and with accuracy and expression</p> <ul style="list-style-type: none"> ♣ listen with increasing discrimination to a wide range of music from great composers and musicians ♣ develop a deepening understanding of the music that they perform and to which they listen, and its history. ♣ improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions 	<ul style="list-style-type: none"> ♣ play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression ♣ improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions ♣ listen with increasing discrimination to a wide range of music from great composers and musicians. ♣ develop a deepening understanding of the music that they perform and to which they listen, and its history. 	<ul style="list-style-type: none"> ♣ play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression ♣ improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions ♣ listen with increasing discrimination to a wide range of music from great composers and musicians. ♣ develop a deepening understanding of the music that they perform and to which they listen, and its history.
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Key Stage 3 Long Term Planning

Year 8 INTENT: To further develop music skills in listening, performing, composing and improvising.

Curriculum Area: Music

Year 8	Autumn 1 + Autumn 2	Spring 1	Spring 2	Summer 1+ Summer 2
Knowledge	World Music Samba Pentatonic Scale Rhythm Note values Time signatures Syncopation Call and response Unison	Everyone can play Ukulele How to play chords How to strum How to play along to a backing track Working as an ensemble	Variations Retrograde Sequence Augmentation Diminution	12-bar blues and beyond Work song Chords Riff Improvisation Accidental Chromatic Semitone Blues Scale Call and response
Skills	Performing Listening Composition Improvising Working as an ensemble Working independently	Performing simple chords on the ukulele Strumming simple patterns on the ukulele Working as an ensemble Working independently Leading a group Performing in tune to a backing track Call and response	Composing music Using Sibelius Analytical listening skills	Performing- solo and ensemble Improvising Listening Appraising
Connections to previous learning	Links to year 7 autumn 1 and autumn 2– Rhythm notation, time signatures, musical elements	Links to year 7 autumn 1+2, year 8 autumn 1+2 - Recognising rhythmic patterns and notation Call and Response links to year 8 Autumn 1+2 Working as an ensemble links to year 8 Autumn 1 + 2	Links to autumn 1 + 2 - pupils will compose an original theme on the keyboard. Pupils will be encouraged to write their theme accurately in staff notation. Pupils will realise their composition using the software Sibelius then create a set of variations using Sibelius to develop their ideas further.	Links to Year 7 Summer 1+2 Links to year 8 Spring 1
Assessment	<i>Samba whole class performance</i> <i>Pupils to maintain their part within the whole class performance.</i>	<i>Knowledge of chords and strumming patterns</i>	<i>Listening assessment</i> <i>Analysis of the piece 'America' by Charles Ives</i>	<i>12-bar blues chord sequence performance (with riff)</i>

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	<p>Individual pentatonic composition Compose a simple melody using the pentatonic scale</p> <p>Listening assessment Pupils will listen to 4 extracts of World Music. Questions will range from multiple choice, open and closed questions</p>	<p>Pupils will be tested on chord diagrams and strumming patterns.</p> <p>Whole class performance Pupils will perform a piece using 4 chords as a whole class.</p> <p>Individual composition of a chord sequence (chord progression, diagrams and strumming pattern)</p> <p>Small group performance Pupils will work in a small group to prepare a performance of a chosen piece on the ukulele</p>	<p>Composition Composing a 4-bar theme then applying various techniques to create a set of variations based on the original theme</p> <p>End of year Exam Written and/or listening exam based on all knowledge taught to date</p>	<p>Pupils will perform the 12-bar blues on the keyboard or ukulele.</p> <p>Listening assessment Pupils will analyse a piece of Blues music. Questions will include multiple choice, open and closed questions.</p>
Homework	<p>Learning new vocabulary - Spellings and definitions</p> <p>Focus on Sound – Samba Instruments Lesson and Mas Que Nada Listening Exercise</p> <p>Google Forms Quiz - Recap and PLC 1</p> <p>Focus on Sound – World music Listening Exercise 2</p> <p>Chrome music lab pentatonic composition</p> <p>Google Forms Quiz - Recap and PLC 2</p> <p>Independent practice on instrument</p>	<p>Learning new vocabulary - Spellings and definitions</p> <p>Focus on Sound – Custom Listening Exercise</p> <p>Google Forms Quiz - Recap and PLC</p> <p>Independent practice on instrument</p>	<p>Learning new vocabulary - Spellings and definitions</p> <p>Focus on Sound – Custom Listening Exercise</p> <p>Google Forms Quiz - Recap and PLC</p> <p>Independent practice on instrument</p>	<p>Learning new vocabulary - Spellings and definitions</p> <p>Focus on Sound 1 – Custom Listening Exercise</p> <p>Google Forms Quiz 1 - Recap and PLC</p> <p>Focus on Sound 2 – Custom Listening Exercise</p> <p>Google Forms Quiz 2 - Recap and PLC</p> <p>Independent practice on instrument</p>
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	<p>Every pupil receives a free instrumental lesson per week</p> <p>Pupils encouraged to take part in the weekly lunchtime co-curricular programme</p> <p>Opportunities to perform in and watch lunchtime concerts</p> <p>Opportunity to perform in end of term performance evening</p> <p>Opportunity to go community carol singing</p>	<p>Every pupil receives a free instrumental lesson per week</p> <p>Pupils encouraged to take part in the weekly lunchtime co-curricular programme</p> <p>Opportunities to perform in and watch lunchtime concerts</p> <p>Opportunity to participate in end of term Performance Evening</p>	<p>Every pupil receives a free instrumental lesson per week</p> <p>Pupils encouraged to take part in the weekly lunchtime co-curricular programme</p> <p>Opportunities to perform in and watch lunchtime concerts</p> <p>Opportunity to participate in end of term Performance Evening</p> <p>Opportunity to perform at year 8 parents concert</p>	<p>Every pupil receives a free instrumental lesson per week</p> <p>Pupils encouraged to take part in the weekly lunchtime enrichment programme</p> <p>Opportunities to perform in and watch lunchtime concerts</p> <p>Opportunity to participate in end of term Performance Evening</p> <p>Opportunity to perform at year 8 parents concert</p>

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<p>Literacy</p>	<p>Talk- Discussing musical ideas and rhythms Talk- Discussion to describe music styles and features Writing- sentences to explore syllable rhythms Writing- multiple choice questions, open and close questions Writing- self-reflection/evaluation linking to PLC Reading- interpreting a score SPAG- key words and definitions</p>	<p>Writing- learning to accurately write rhythms, strumming patterns and chord diagrams. -self-reflection/evaluation linking to PLC Reading- music (stab notation and tab) SPAG- new vocabulary (key words and definitions) Talk- peer assessment and peer feedback</p>	<p>Talk- describing music, compare different music extracts Writing- multiple choice questions, open and close questions Writing- extended answers to describe, compare music extract Writing- self-reflection/evaluation linking to PLC SPAG- key words and definitions</p>	<p>Talk- Discussing the slave trade Talk- describing music, compare different music extracts Reading- Slave diaries Writing- blues lyrics Writing- multiple choice questions, open and close questions Writing- self-reflection/evaluation linking to PLC SPAG- key words and definitions</p>
<p>Numeracy</p>	<p>Samba- counting a steady pulse, note values, fractions to work out rhythms Composition- grouping note values according to time signature</p>	<p>Note values Counting beats and bars Patterns (strumming) Pulse and tempo</p>	<p>Note values Grouping note values Time signatures</p>	<p>Roman numerals Counting beats and grouping bars Compound (12/8) time signatures</p>
<p>CIAG</p>		<p>1 x activity focusing on the role of the ensemble performer and the musical director. Looking at the roles and responsibilities of each.</p>	<p>NCW activity: Where can music take you?</p>	
<p>Links to N.C.</p>	<ul style="list-style-type: none"> ♣ use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions ♣ play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression ♣ improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions ♣ develop a deepening understanding of the music that they perform and to which they listen, and its history. 	<ul style="list-style-type: none"> ♣ use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions ♣ play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression ♣ develop a deepening understanding of the music that they perform and to which they listen, and its history. 	<ul style="list-style-type: none"> ♣ use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions ♣ improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions ♣ listen with increasing discrimination to a wide range of music from great composers and musicians ♣ develop a deepening understanding of the music that they perform and to which they listen, and its history. 	<ul style="list-style-type: none"> ♣ use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions ♣ play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression ♣ improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions ♣ develop a deepening understanding of the music that they perform and to which they listen, and its history.

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Year 9 INTENT: To develop confidence and resilience through music making

Curriculum Area: Music

Year 9	PROJECT 1	Project 2
Knowledge	Music Technology What is a bassline? What are chords? How to arrange ideas into verse-chorus structure? How to compose a drumbeat?	Film Music What is a leitmotif? Recap over the musical elements Recap over the musical devices Composing to a brief Composing using music technology
Skills	Listening Appraising Music technology- composing	Performing- solo Improvising Listening Appraising Composing Working as an ensemble
Connections to previous learning	Links to year 8 summer term 1 (20/21 covid recovery curriculum) – African Music Links to year 7 autumn term 1 (19/20) – The musical elements Links to year 7 spring term 1 + 2 (19/20) – Form and Structure	Links to year 8 spring term 1 + 2 (20/21 covid recovery curriculum) – Programme Music Links to year 7 autumn term 1 (19/20) – The musical elements
Assessment	Music technology <i>Pupils will use a DAW to compose/arrange a piece of music in each style.</i>	Group composition <i>Pupils will work in a small group to compose a piece of music to a given brief.</i>
Homework	Weekly homework set to work independently on their composition Independent practice on instrument (for those on the music initiative)	Learning new vocabulary - Spellings and definitions Focus on Sound – Film Custom Listening Exercise 1 Google Forms Quiz - Recap and PLC Independent practice on instrument (for those on the music initiative)
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	Pupils encouraged to take part in the weekly lunchtime co-curricular programme Opportunities to perform in and watch lunchtime concerts Opportunity to participate in whole school concerts and performances Opportunity to participate in community carol singing (half term 1 + 2)	Pupils encouraged to take part in the weekly lunchtime co-curricular programme Opportunities to perform in and watch lunchtime concerts Weekly instrumental lesson with peripatetic teacher (those who opt in)

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	Weekly instrumental lesson with peripatetic teacher (those who opt in)	
Literacy	<p>Talk- Discussion to describe music styles and features Talk- peer assessment and peer feedback Reading- interpreting a score or instructions Writing- lyrics Writing- multiple choice questions, open and close questions Writing- self-reflection/evaluation linking to PLC SPAG- new vocabulary (key words and definitions)</p>	<p>Talk- describing music, compare different music extracts Writing- multiple choice questions, open and close questions Writing- extended answers to describe, compare music extracts SPAG- key words and definitions</p>
Numeracy	<p>Roman numerals Pulse + rhythm Note values Working with grids and tables Counting a steady pulse</p>	<p>Pulse and rhythm Note values Working with time signatures Working with grids and tables Working with timings</p>
CIAG	1 x activity looking at publishing and production careers within the music industry	NCW activity: Where can music take you? (half term 3)
Links to the N.C.	<ul style="list-style-type: none"> ♣ use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions ♣ improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions ♣ listen with increasing discrimination to a wide range of music from great composers and musicians ♣ develop a deepening understanding of the music that they perform and to which they listen, and its history. 	<ul style="list-style-type: none"> ♣ use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions ♣ play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression ♣ improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions ♣ listen with increasing discrimination to a wide range of music from great composers and musicians ♣ develop a deepening understanding of the music that they perform and to which they listen, and its history.

Key Stage 4 Long Term Planning

Year 10 SYLLABUS: Eduqas Level 1 / Level 2 Vocational Award in Performing Arts (Music) (Technical Award)

Curriculum Area: Music

Year 10	Autumn 1	Autumn 2	Spring 1 + 2 + Summer 1	Summer 2
Syllabus	Unit 1 – introduction to performing music	Unit 2- Introduction to creating music	Unit 2 – creating music	Unit 1 - performing
Knowledge	How to reproduce existing piece(s) of professional/published work Research – understanding the background to the original piece including: Mood, themes, ideas, target audience, relationship between performer and audience	How to create and refine original work through composition What is melody, harmony, tonality, form and structure, dynamics, sonority, texture, tempo, rhythm, meter, articulation, scores/lead sheets	How to create and refine original work through composition	How to reproduce existing piece(s) of professional/published work
Skills	How to research effectively How to rehearse effectively	How to create an original melody How to use harmony, tonality, form and structure, dynamics, sonority, texture, tempo, rhythm, meter, articulation, scores/lead sheets	How to develop melody, harmony, tonality, form and structure, dynamics, sonority, texture, tempo, rhythm, meter, articulation, scores/lead sheets Reviewing – how to respond to feedback How to refine original work	Rehearsal skills- working to a schedule, action planning, rehearsal preparation Reviewing- responding to feedback
Connections to previous learning	Project 2 - Year 9 Year 8 – Spring 1 Year 8 – Summer 1 + 2	Project 1 – Year 9 Year 8 – DT - Music technology unit (Sonic Pi) Year 8 – Autumn 2	Project 1 – Year 9 Year 8 – DT - Music technology unit (Sonic Pi) Year 8 – Autumn 2	Project 2 - Year 9 Year 8 – Spring 1 Year 8 – Summer 1 + 2
Assessment	Marked classwork Milestone rehearsals	Marked classwork	INTERNALLY ASSESSED COURSEWORK Assignment 1 Task 2.1.1 - Outline Task 2.1.2 - development log Assignment 2 Task 2.2.1 - presentation of final piece(s) Task 2.3.1 + 2.3.2 - Evaluation	INTERNALLY ASSESSED COURSEWORK Assignment 1 TASK 1.1.1 - Research portfolio TASK 1.1.2 - Rehearsal schedule Reflective journal

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			EXTERNAL DEADLINE = 5 th May	
Homework	Research tasks Independent rehearsals Rehearsal log	Research tasks Independent work on composition Composition log	Research tasks Independent work on composition Composition log	Research tasks Independent rehearsals Rehearsal log
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	Pupils encouraged to take part in the weekly lunchtime co-curricular programme Opportunities to perform in and watch lunchtime concerts Weekly instrumental lesson with peripatetic teacher (those who opt in)	Pupils encouraged to take part in the weekly lunchtime co-curricular programme Opportunities to perform in and watch lunchtime concerts Weekly instrumental lesson with peripatetic teacher (those who opt in)	Pupils encouraged to take part in the weekly lunchtime co-curricular programme Opportunities to perform in and watch lunchtime concerts Weekly instrumental lesson with peripatetic teacher (those who opt in)	Pupils encouraged to take part in the weekly lunchtime co-curricular programme Opportunities to perform in and watch lunchtime concerts Opportunity to participate in end of term performance evening Opportunity to participate in community carol singing Weekly instrumental lesson with peripatetic teacher (those who opt in)
Literacy	Reading – research findings Writing – presenting research Writing - lesson notes Writing - Peer assessment/feedback Writing - multiple choice questions, open and close questions Writing - self-reflection/evaluation linking to PLC Talk - sharing opinions and ideas Talk - Discussion to describe music styles and features SPAG - new vocabulary (key words and definitions)	Reading – research findings Writing – presenting research Writing - lesson notes Writing - Peer assessment/feedback Writing - multiple choice questions, open and close questions Writing - self-reflection/evaluation linking to PLC Talk - sharing opinions and ideas Talk - Discussion to describe music styles and features SPAG - new vocabulary (key words and definitions)	Reading - interpreting a score or instructions Writing - Composition logs Writing - Peer assessment/feedback Talk - sharing opinions and ideas Talk - Discussion to describe music styles and features SPAG - new vocabulary (key words and definitions)	Reading - interpreting a score or instructions Writing - Rehearsal logs Writing - Rehearsal schedules Writing - Peer assessment/feedback Talk - sharing opinions and ideas Talk - Discussion to describe music styles and features SPAG - new vocabulary (key words and definitions)
Numeracy	Pulse and rhythm Note values Working with time signatures Working with grids and tables Working with timings	Pulse and rhythm Note values Working with time signatures Working with grids and tables Working with timings Triads Musical form and structure Velocity	Pulse and rhythm Note values Working with time signatures Working with grids and tables Working with timings Triads Musical form and structure Velocity	Pulse and rhythm Note values Working with time signatures Working with grids and tables Working with timings

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<p>CIAG</p>	<p>Regular references to the music industry in lessons/workshops: Job roles and responsibilities</p> <p>Organizations within the music industry</p> <p>Interrelationships</p>	<p>NCW- Where can music take you?</p> <p>College / uni courses in local area</p> <p>Jobs within the music industry</p>	<p>Regular references to the music industry in lessons/workshops: Job roles and responsibilities</p> <p>Organizations within the music industry</p> <p>Interrelationships</p>	<p>Regular references to the music industry in lessons/workshops: Job roles and responsibilities</p> <p>Organizations within the music industry</p> <p>Interrelationships</p>
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Key Stage 4 Long Term Planning

Year 11 SYLLABUS: Pearson BTEC Level 2 First Award

Curriculum Area: Music

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Syllabus	Unit 1: The Music Industry <i>Unit 5- Introducing music performance</i>	Unit 1: The Music Industry <i>Unit 5- Introducing music performance</i>	Unit 2- Managing a music product	Unit 2- Managing a music product	Unit 2- Managing a music product Unit 1: The Music Industry revision (if re-sitting)
Knowledge	How to rehearse effectively How to plan effective rehearsals How to	Revision and exam practice Ho to review own practice	<i>How to plan a music product</i> <i>How to promote a music product</i>	<i>How to develop a music product</i>	<i>How to deliver a music product</i> <i>How to review a music product</i>
Skills	Performance Effective ensemble work Effective communication Working independently Working collaboratively Planning Organisation Working towards a deadline	Performance Effective ensemble work Effective communication Working independently Working collaboratively Planning Organisation Working towards a deadline	Performance Recording Sound engineer Effective group work Effective communication Working independently Working collaboratively Planning Organisation Fulfilling a job role Working towards a deadline	Performance Recording Sound engineer Effective group work Effective communication Working independently Working collaboratively Planning Organisation Fulfilling a job role Working towards a deadline	Performance Recording Sound engineer Effective group work Effective communication Working independently Working collaboratively Planning Organisation Fulfilling a job role Working towards a deadline
Connections to previous learning	Links to year 9 half term 4 (20/21 covid recovery curriculum) – Just Play Links to year 10 Summer term 1 + 2	Links to year 9 half term 4 (20/21 covid recovery curriculum) – Just Play Links to year 10 Summer term 1 + 2	Links to year 10 autumn term 1+ 2, spring term 1 + 2 Links to year 10 Summer term 1 + 2 Links to year 11 autumn term 1 + 2	Links to year 10 autumn term 1 + 2, spring 1 + 2 Links to year 11 autumn term 1 + 2	Links to year 10 autumn term 1 + 2 and Spring 1 + 2
Assessment	8-mark question Assignment 1	Mock exam- Full unit 1 exam paper Assignment 2	Unit 1 external exam Teacher observations of planning process	Assignment 1	External exam
Homework	Maintaining a weekly rehearsal Independent rehearsal Multiple choice exam questions	Maintaining a weekly rehearsal Independent rehearsal Multiple choice exam questions	Independent work on assignment	Independent work on assignment	Independent work on assignment Exam technique questions

MOOR PARK HIGH SCHOOL: CURRICULUM

Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	Pupils encouraged to take part in the weekly lunchtime co-curricular programme Opportunities to perform in and watch lunchtime concerts Weekly instrumental lesson with peripatetic teacher (those who opt in)	Pupils encouraged to take part in the weekly lunchtime co-curricular programme Opportunities to perform in and watch lunchtime concerts Opportunity to participate in end of term performance evening Opportunity to participate in community carol singing Weekly instrumental lesson with peripatetic teacher (those who opt in)	Pupils encouraged to take part in the weekly lunchtime co-curricular programme Opportunities to perform in and watch lunchtime concerts Weekly instrumental lesson with peripatetic teacher (those who opt in)	Pupils encouraged to take part in the weekly lunchtime co-curricular programme Opportunities to perform in and watch lunchtime concerts Opportunity to participate in end of term performance evening Weekly instrumental lesson with peripatetic teacher (those who opt in)	Pupils encouraged to take part in the weekly lunchtime co-curricular programme Opportunities to perform in and watch lunchtime concerts Opportunity to participate in end of term performance evening Weekly instrumental lesson with peripatetic teacher (those who opt in)
Literacy	Reading- interpreting exam questions and scenarios Writing- constructing exam answers Writing- lesson notes Writing - Peer assessment/feedback Writing- Rehearsal logs Talk- sharing opinions and ideas	Reading- interpreting exam questions and scenarios Writing- constructing exam answers Writing- lesson notes Writing - Peer assessment/feedback Writing- Rehearsal logs Talk- sharing opinions and ideas	Writing- lesson notes Writing - Peer assessment/feedback Writing – product ideas and planning Talk- sharing opinions and ideas	Writing- lesson notes Writing - Peer assessment/feedback Writing – product ideas and planning Talk- sharing opinions and ideas	Reading- interpreting exam questions and scenarios Writing- constructing exam answers Writing- coursework/ assignment answers Writing - Peer assessment/feedback Talk- sharing opinions and ideas
Numeracy	Note values Rhythms Maintaining a steady pulse	Note values Rhythms Maintaining a steady pulse	Surface area Floor space Time schedules	Budgeting Surface area Floor space Time schedules	Budgeting Surface area Floor space Time schedules
CIAG	1 x lesson per week. Job roles within the music industry, responsibilities and how they work together.	1 x lesson per week. Job roles within the music industry, responsibilities and how they work together.		NCW- Where can music take you? College / uni courses in local area Jobs within the music industry	1 x lesson per week. Job roles and organisations within the music industry, responsibilities and how they work together (if re-sitting)