

# Long Term Plan Year 7 & 8 Music

Subject driver: Building cultural capital and understanding of sound worlds one musical experience at a time

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Year 8 will be more advanced in their theoretical understanding however have not experienced either of these aspects of performance so for 1 year will engage in a similar curriculum however will use ukulele to support a number of their singing practicals also developing those skills which would be intended for year 8. Usual progression for year 8 would be: Ukulele and Singing, Keyboard Skills 2.

Through our teaching and learning in the music department we aim to create a stimulating and creative environment in which all students can achieve. We work to develop skills, knowledge and understanding through a wide variety of practical musical experiences which will also allow students to explore social, moral, cultural and spiritual understanding through music.

We aim to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Pupils through KS3 will be taught to:

- 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
- use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
- 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.

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver	Anticipated misconcep- tions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
1	Developing Vocal Control	Understanding of Musical elements: pitch, duration, dynamics, tempo, timbre, texture, structure within the context of repertoire learned and used in discussion about developing performance. <b>Sea Shanties/Folk Ballads:</b> The Wellerman Threescore and Ten Ballad of the Humber Bridge There's a girl that I love: Focus on notation and rests in music ¾ time  <b>Popular Music:</b> Only You  <b>Musical Theatre:</b> The Rhythm of Life	Accuracy of pitch production and aural recognition.  Breath Control.  Basic Score reading and following.  Ability to maintain independent parts: Rounds Independent parts and Homophonic singing.  Basic music theory through starters	Each lesson will be a group musical experience with a focus on using understand- ing to develop performance driven by music	I can't sing that high.  I only sing **** style of music.  Differentiation between pitch and dynamics  Raising shoulders to try to increase breath intake	Varied experience working with all students initially assuming all have worked on part singing at KS2 and filling gaps as they appear	Performing skills for practical units.  Aural skills development for listening exams	Leadership opportunities given in activities  Development of warm up activities  Addition of harmonies within work for more able  Advanced development in @choral  Peripatetic lessons  Performance at Carol Service	Mutual respect Awareness of similarities and differences between different cultures  sense of enjoyment and fascination in learning about themselves, others and the world around them  use of imagination and creativity in their learning  Large group work	Local Heritage - Port and links to music and arts  develop a deepening understand- ing of the music that they perform and to which they listen, and its history:  Working songs  Ballads and storytelling  Popular Music  Musical Theatre	Developing the voice for speaking in public  Collaborative working  Professional performance
2	Keyboard Skills 1	Reading notation accurately.	Independence of finger	Each lesson will be a	I can't read music	Most will not have	Performing skills for	More advanced	<b>Mutual respect</b>	Contexts for performance	Collaborative working

		<p>Semibreves to Semiquavers.</p> <p>Tonality: Major and Minor Scales and Chords</p> <p>Reading staff notation</p>	<p>movement</p> <p>Independence of LH and RH movement</p> <p>Accuracy of fingering identification</p>	<p>group musical experience with a focus on using understanding to develop performance driven by music and independent work</p>	<p>I need to write letters on the keys</p> <p>I can't do it (having done little practice)</p> <p>Only counting lines or spaces on staves.</p>	<p>worked on keyboards but a number will have worked on glockenspiels and also notation at some level given the brass bands in our primaries.</p>	<p>practical units.</p> <p>Aural skills development for listening exams</p> <p>Links to scales and chords for composition</p>	<p>scales, technical exercises and pieces upon mastery of what has been given as required</p>	<p>Awareness of similarities and differences between different cultures</p> <p>sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>use of imagination and creativity in their learning</p> <p>Peer feedback</p>	<p>Different genres and why they are different due to societal influences and context</p> <p>Music of 'great composers'</p>	<p>Professional performance</p> <p>Understanding of abstract concepts</p>
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