

**Long  
Term Plan**

Elevate listening and appraising skills to higher levels by (a) introducing students formally to the Elements of Music, vocabulary that will form the basis for their discussion of Music throughout KS3, KS4 and KS5 (b) exploring the potential of music to express social and political opinion (c) forming a firm sound base from which to recognise the instruments of the orchestra in multiple styles and genres of music, both in year 8 and later years. Continue to develop an openness to appreciating the value in music from other cultures. Continue to develop self confidence by enhancing performing skills on keyboard, ukulele and at school concerts. Following on from developing basic keyboard skills, enable students to start to find their own 'voice', composing using melody and chords.

		<b>Learning Cycle</b>	<b>Key Concepts and Themes</b>	<b>Vocabulary</b>
<b>Year 8: Music</b>	<b>HT1</b>	Elements of Music: The Beatles	<ul style="list-style-type: none"> <li>the Elements of Music</li> <li>music of The Beatles</li> </ul>	Pitch, rhythm and beat, dynamics, duration, tempo, texture, timbre
	<b>HT2</b>	Purposeful Pop: 'Chained To The Rhythm'	<ul style="list-style-type: none"> <li>the social and political messages in the music of Katy Perry</li> <li>musical features of pop music</li> </ul>	song structure, riffs, hooks, loops, 4/4 time signature, Synthetic sounds, multi-tracking
	<b>HT3</b>	Samba	<ul style="list-style-type: none"> <li>social, economic and cultural context</li> <li>elements of music specific to the genre</li> </ul>	surdo drum; caixa; chocalho; tamborim; repenique; ogogo bells; samba whistle, syncopation, polyrhythm, beat, rhythm, carnival, melodrome, samba school
	<b>HT4</b>	Grade 1 piece on keyboard: Daft Punk 'Get Lucky'	<ul style="list-style-type: none"> <li>Prepare Trinity College grade 1 exam piece for examination.</li> </ul>	Fluency, accuracy of pitch and rhythm, beat, dynamics, ensemble, tuning
	<b>HT5</b>	4 Chord trick Ukelele performance: 'Best Days of My Life'	<ul style="list-style-type: none"> <li>Chords create the underlying basis from which to create a melody</li> <li>The same chords can be used to create different songs</li> <li>Playing chords and riffs</li> </ul>	Chords, melody, accompaniment, chord note, passing note, beat, introduction, 4/4 time, frets, fingerboard, strumming and picking
	<b>HT6</b>	Instruments of the Orchestra	<ul style="list-style-type: none"> <li>Recognising the sounds of the different families and individual instruments</li> <li>building an aural sound base from which to continue with GCSE and A level Music</li> </ul>	String family: violin; viola; cello; double bass; harp Woodwind family: oboe; bassoon; clarinet; flute; piccolo Brass family: trumpet; piccolo trumpet; mute; French horn; trombone; tuba

<b>Skill Development</b>	<ul style="list-style-type: none"> <li>active listening and appraising skills: identify the Elements of Music and discuss how they are used effectively in music</li> <li>active listening and appraising skills: recognise characteristics of The Beatles' songs and discuss how John and Paul's musical style differs</li> <li>performance skills: learning to play riffs and chords on ukulele and develop ensemble skills</li> <li>active listening skills: be able to recognise the musical features of pop music</li> <li>appraising skills: discuss music as a means of social &amp; political expression and evaluate how the musical elements support this</li> <li>performing skills: play polyrhythms, syncopated rhythms and develop ensemble skills in a classroom 'samba school'</li> <li>appraisal skills: evaluate own performance using the correct terminology (samba)</li> <li>performance skills: develop ability to play chords and melodies on the keyboard to a grade 1 level</li> <li>composing skills: develop the ability to create a melody over chosen chords</li> <li>performing skills: play chords and riffs on ukulele, fluently and in time with others</li> <li>active listening skills: develop the ability to recognise the difference timbres in the orchestra</li> <li>appraising skills: explain how the elements of music are used expressively in orchestral music</li> </ul>
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