

The Priory School Long Term Plan: Music

Curriculum Intent: The over-riding aim is to prepare pupils for the experiences and challenges of life after school as they move into further education and the world of work.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	The classics and the orchestra	Basic Keyboard Playing	Jazz and blues	Basic guitar	Rhythm and notation – Rock and roll	Recorder
Year 8 – Music	<p>Pupils should know...</p> <ul style="list-style-type: none"> Instrument in an orchestra. Different composers (with a predominant focus on Gustav Holst - The Planets) Note values (crotchet, quaver and minim) Note names (C, D, E, F, G) Simple terms relating to music (mood, tempo and dynamic). <p>Pupils will be able to...</p> <ul style="list-style-type: none"> Play simple notes on a range of instruments within an orchestra. Listen to a piece of music and give simple opinions. Be able to use terms relating to music (mood, tempo and dynamic). 	<p>Pupils should know...</p> <ul style="list-style-type: none"> Key information relating to a piano and a keyboard. Different composers (with a predominant focus on Beethoven - Ode to Joy) Note names (C, D, E, F, G) and where these are on a keyboard. <p>Pupils will be able to...</p> <ul style="list-style-type: none"> Play a piece of music on the keyboard. Starting with only their right hand (fingers 1,2,3,4,5). Extending to left hand and bass clef if required. (Differentiated music so that each pupil can progress at their own rate.) Be able to use terms relating to music (mood, tempo and dynamic). – Developing knowledge from last term to new pieces and styles of music. 	<p>Pupils should know...</p> <ul style="list-style-type: none"> The history of jazz and blues. Famous musicians and composers of that era. A basic jazz progression. Improvisation means. <p>Pupils will be able to...</p> <ul style="list-style-type: none"> Play a piece of jazz music on the keyboard. Play a jazz progression. Explore a musical instrument and compose a short piece of music. 	<p>Pupils should know...</p> <ul style="list-style-type: none"> Key information relating to a guitar including acoustic and electric guitars. The correct position and posture for holding and playing a guitar. Famous guitar players from various music genres. <p>Pupils will be able to...</p> <ul style="list-style-type: none"> Play basic notes on a guitar using a single string. Tune a string instrument. Learn a simple tune using a single string. (Differentiated music so that each pupil can progress at their own rate.) Play a basic chord. 	<p>Pupils should know...</p> <ul style="list-style-type: none"> The history of rock and roll. The rhythm and style of rock and roll music. A wider range of note values and notation. <p>Pupils will be able to...</p> <ul style="list-style-type: none"> Explore a musical instrument and compose a short piece of music, own rhythm or jazz tune. (Using a keyboard, guitar or percussion instrument) 	<p>Pupils should know...</p> <ul style="list-style-type: none"> Notes from their musical notation. The position and posture required to play a recorder. Key information relating to the recorder and other woodwind instruments. <p>Pupils will be able to...</p> <ul style="list-style-type: none"> Learn a new instrument and then progress through a variety of tunes with increasing difficulty. Follow rhythm. Read and play note values, progressing on their ability within term 5.

	Term 1	Term2	Term 3	Term 4	Term 5	Term 6
	Keyboard	Guitar	Rhythms of the World	Exploring Pitch	Film Music	Elements of music Features and expression (composition)
Year 9 – Music	<p>Pupils should know...</p> <ul style="list-style-type: none"> • The different types of Pianos and keyboard throughout stages of history. • Pupils should know and understand keywords stave, treble clef, bass clef. • A wider range of note values, building a knowledge developed during year 8, for example introduction of semibreve and dotted minim. <p>Pupils will be able to...</p> <ul style="list-style-type: none"> • Play a piece of music using both hands. Extend playing to left hand and bass clef. • Play a variety of tunes with increasing difficulty. 	<p>Pupils should know...</p> <ul style="list-style-type: none"> • The different types of guitars throughout stages of history. • Key facts and information relating to influential guitarists throughout stages of history. • How to read guitar music and know the correct guitar string required. <p>Pupils will be able to...</p> <ul style="list-style-type: none"> • Play basic chords on this instrument. • Learn to play a song which uses basic chords/open strings. 	<p>Pupils should know...</p> <ul style="list-style-type: none"> • The history of and key information relating to Bhangra music and African Samba music. • How rhythms and music compare between different cultures. • How individual musicians can play together as an ensemble. <p>Pupils will be able to...</p> <ul style="list-style-type: none"> • Explore different rhythms from different cultures. • Practice and play a variety of rhythms, related to different cultures, on a variety of instruments. (Using instruments specific to these cultures where available and appropriate.) • Play a specific section or role in group performance. 	<p>Pupils should know...</p> <ul style="list-style-type: none"> • The term 'pitch' understanding what this means. Pupil should know there are high and low pitches and how these can be played using different instruments – including their voice. • How individual musicians can play together as an ensemble. <p>Pupils will be able to...</p> <ul style="list-style-type: none"> • Play high and low pitches using different instruments – including their voice. • Play a specific section or role in group performance. 	<p>Pupils should know...</p> <ul style="list-style-type: none"> • Why and how music is used in different films to create certain effects. • Different techniques musicians use to create certain effects. • How to appraise a piece of music. <p>Pupils will be able to...</p> <ul style="list-style-type: none"> • Appraise a piece of music. • Contextualize their knowledge through listening of several varying film music examples and have the opportunity to arrange and perform both existing examples as well as their own compositions. • Create a short composition that compliments a short film extract. • Use the Garage Band application. 	<p>Pupils should know...</p> <ul style="list-style-type: none"> • Different elements of music, including tempo, dynamics and mood, with more accuracy. • How bar/time signatures vary the piece of music they are playing or reading. <p>Pupils will be able to...</p> <ul style="list-style-type: none"> • Play a variety of tunes, using percussion instruments, where the bar/time signatures vary. • Compose their own piece of music, using the skills and knowledge they have learnt throughout the course. • Perform a piece of composed music, with confidence, to their peers.