

Landgate School Long Term Planning 2019-2022

Key Stage 3		Key stage 3 Intent: The aim of music is to provide a high-quality music offer that engages and inspires learners to develop a love of music and their talent as musicians, and so increases their self-confidence, creativity and sense of achievement. As learners make progress, they develop skills of listening and appraising, gain knowledge of a range of historical periods, genres, styles musicians and cultures and traditions and improve on composition of music. They learn to listen to sing, use their voice and instruments to create music on their own and with others. Learners have the opportunity to learn a musical instrument and create music using technology. The learners are supported to develop skills to use their imagination, express their feelings and communicate their ideas.		
		Key Stage Opportunities: <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; extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions • Use relevant notations • Listen with increasing discrimination to a wide range of music from great composers and musicians 		
		Year A 2019-20	Year B 2020-2021	Year C 2021-2022
Focus 1	Key Focus/opportunities:	Music and me <ul style="list-style-type: none"> • Basic music skills • singing 	Let's Go to Jamaica <ul style="list-style-type: none"> • Raga/Reggae • Popular Music • Three Little Birds 	Rap Music <ul style="list-style-type: none"> • Featuring hip hop
	Vocabulary and Knowledge:	Basics of melody and pitch: Tone, semitone, intervals, scales, vocal range, voice types, verse chorus structure, call and response, basic dynamics	Pitch, texture, melody and harmony, structure and form, structure of an Indian Raga, traditional Indian musical instruments, tala, drone, raga scale and mood, improvisation, Pitch: bass riff/melody, rhythm: syncopation	Rap, 4/4, origin of rap music, hip hop, MCing, rapping, spitting, single/double time, Gangsta Rap rhyme, lyrics, beat, rhythm, pulse, structure
	Key Skills:	Introduction to music Use vocals to express mood, singing out loud Learn the basic elements of music and 'sing' as part of a whole class	Developed an ability to manipulate devices/elements of music Developed awareness of the social, spiritual and cultural context of Jamaican Music – Reggae Learn how Reggae music started Explore Mento, Calypso and Ska Explore syncopated rhythms, bass riffs and chords Perform, as a class, a reggae song Identify characteristics of reggae	Focus on rap - history/origins Use GarageBand loops Composing lyrics in 4/4 understanding the rules of rhyme Listen to a range of rap music Perform as a group and create a simple composition Understand of how to create a simple rhyming rap song based on a given structure

			Compose a song using characteristics of the style e.g. raga/reggae Sing as an Ensemble Perform as an Ensemble Compose as a group	
Focus 2	Key Focus/opportunities:	Introduction to Keyboards	Western music <ul style="list-style-type: none"> Using keyboard 	Blue Music <ul style="list-style-type: none"> Keyboard, drum, voice
	Vocabulary and Knowledge:	Pitch and notation: treble and bass clef, notes on the stave, sharps, flats and naturals, piano technique, notes on the keyboard, basic chords, major, minor, learning to perform a piece	Tempo, dynamics, texture, ensemble, structure, pitch, timbre, chords, elements of music, notation, stave, treble clef, key signature	Context – slavery, geographical information, plantations, bar, Chord – C F G, Walking bass, 12 bar blues, Improvisation, Blues scale, Sharp, flat, natural and blue note, Scat singing, AAB lyrics, Ensemble, history and social context of Blues music
	Key Skills:	Learn the basics of playing the keyboard Begin to learn to read and write musical notation Perform a piece of music on the keyboard	Recognise and understand the elements of music Recognise and understand traditional notation Perform in a simple style at the keyboard, making expressive use of the musical elements	Develop instrumental techniques through Blues music (keyboard, guitar, bass, drums or voice) Learn about the structure of the 12 Bar Blues Learn how to play a 12 bar blues chord sequence Learn about the structure and characteristics of blues vocals Develop improvisation skills Rehearse in groups to combine components of blues music Perform this ensemble piece to the class
Focus 3	Key Focus/opportunities:	African Drumming <ul style="list-style-type: none"> Djembe drums singing 	Drums from around the world <ul style="list-style-type: none"> instrumental and rhythmic characteristics of different world music 	Chinese Music <ul style="list-style-type: none"> Pentatonic Scale Pitch: pentatonic melodies Timbre: use of traditional instruments
	Vocabulary and Knowledge:	Rhythmic notation: Note lengths, polyrhythms and cross rhythms, syncopation, rests, pulse and metre, basic time signatures, African drumming instruments, improvisation, context	Texture, timbre, instruments, world music, rhythm,	Chinese music, cultures and traditions, pentatonic scales, melodies, string and wind instruments, balance and lock parts, drone, ostinato
	Key Skills:	Learn how to play as part of an African Drum Learning the basics of reading and writing rhythmic notation Perform an African Drumming inspired piece of music as a small group	Learn ethnic percussion techniques Explore timbre and how the construction of ethnic percussion affects it Identify music of other cultures Create and perform ethnic sounding music	Recognise the cultures and traditions of China and how these are underpinned by a strong musical tradition Learn how Chinese music uses pentatonic scales Perform with others in ensemble, focusing on own parts Compose a pentatonic melody with drone or ostinato

Focus 4	Key Focus/opportunities:	Class playlist: Top of the Pops	Pop songs <ul style="list-style-type: none"> Digital music 	Folk music <ul style="list-style-type: none"> Explore folk music Drunken Sailor, Skye Boat song and Auld Lang Syne
	Vocabulary and Knowledge:	musical layers e.g. Bassline, melody, beat, counter-melody, chords, key features of different genres of Popular music, development of Popular music over time, conventions of Popular Music, Pop song structure	Perform, compose, sequence	Instruments used in folk music from the British Isles, drone, octave, accompaniment, melody, pentatonic, tempo, bagpipes, accordion, tin Whistle
	Key Skills:	Explore key musical genres such as Reggae, RnB, Hip-Hop, Pop, Rock and Dance Work in a band to perform a piece from one of these genres Perform using an instrument of their choice	Explore the composition of pop songs and try to recreate music using digital sounds and instruments Evaluate if its better live or digitally Use software to create a piece of music	Identify key elements associated with folk music Describe and identify folk music Understand folk music instruments and how some instruments can produce a drone and melody Listen to and compare different folk instruments Identify some of the features of folk Music from a different country Perform as part of a small group a simple folk tune and drone accompaniment
Focus 5	Key Focus/opportunities:	Film Music <ul style="list-style-type: none"> Visual images and dramatic impact of films. 	Music and the media <ul style="list-style-type: none"> Styles of music used in advertising 	Music technology <ul style="list-style-type: none"> 'We will Rock You!' Project
	Vocabulary and Knowledge:	Compositional devices, melodic motifs, mood, character, ostinato, loop, riff, texture, dynamics, timbre, expressive impact	Melody and harmony, timbre, dynamics, structure and form, atmosphere and mood, story board, cue sheet, adverts and jingles, relationship between music and media, tempo, steady rhythm	4 to the floor drum beat, simple harmonies, repetitive riffs, melodies, common structure, tempo, texture, percussion
	Key Skills:	Use and manipulation of musical elements to represent film Compose and extend musical ideas within a set time structure Learn about sounds effects, background music and melodic motifs Create expressive motifs with other patterns of sounds to create a section of music with an identifiable mood or character	Explore techniques and conventions used for composing Music for T.V. Create music for a short film clip using Music ICT to market a product to its target audience Develop composing skills to suit a particular purpose or mood Learning how adverts use sound effects, background mood music and the development of musical ideas	Explore how music technology is used to create contemporary forms of music for dance Identify the key characteristics of Club Dance Music Use layers of percussion and synthesised sounds, vocals and samples Create and perform a dance style track
Focus 6	Key Focus/opportunities:	Band Breakout	Community Songs <ul style="list-style-type: none"> Vocal songs and Chants Learning how music uses songs to develop a sense of community. Learn how vocal traditions use group, solo, a Capella and accompanied voices, with call and	Music for Special Occasions <ul style="list-style-type: none"> Fanfares

			response or verse and chorus structures to involve all participants and influence society and culture. Structure: call and response, strophic and verse and chorus structures	
Vocabulary and Knowledge:	Performance and rehearsal skills, timbre- band instruments, pop song structure, drum fills, riffs, repetition, pentatonic scale	Texture, performance, call and response, capella, solo, verse, chorus, structure, vocals	Timbre, brass and percussion instrument, dynamics, expressive effect, fanfare, textures, triadic melodies.	
Key Skills:	Learn how to play an instrument of their choice Develop their rehearsal skills Perform as part of a band	Discuss how music uses songs to develop a sense of community Practise vocal traditions of group, solo and Capella Perform in a vocal group, maintaining a part and keeping in time with others	Learn that fanfares are composed to build a sense of expectation and celebration Identify the key characteristics of fanfares Compose and perform a simple fanfare	