

MUSIC DEPARTMENT 2019-2020 – LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 7	Baseline testing Transition Standard: Developing an understanding of rhythmic notation and pulse. Working towards a group performance.	Transition Standard: Rhythm: Developing an understanding of rhythmic notation and pulse. Working towards a group performance.	Standard 1.1: Voiceworks: Developing an understanding of voice types and musical textures as well as working on vocal confidence. Working towards an a cappella group performance.	Standard 1.2: Ukulele skills: Developing ukulele and an understanding of, chord sequences and strumming patterns. Working towards a fluent performance of a chord sequence.	Standard 1.3: Performing together: Enhancing group skills by creating a performance from a stimulus. Exploring pop song structures and listening to a variety of pop styles. Working towards a group performance	Standard 1.4: Music for Special Events: Developing an understanding of how music can create a specific mood. Focusing on the features of a fanfare. Working towards composing and performing a fanfare.
YEAR 8	Standard 2.1: Musical structures 1: Developing an understanding of phrase structure, as well as binary, ternary and rondo forms. Working towards a keyboard performance.		Standard 2.2: Musical structures 2: Developing an understanding of The Blues – features, influences and historical context. Listening to music influenced by the Blues and performing as part of a trio.		Standard 2.3: Minimalism: Developing an understanding of the historical context, features and processes found in minimalism. Listening to minimalist music and working towards ceating a group performance using minimalist techniques.	
YEAR 9	Standard 3.1: Film Music 1: Exploring music for horror films including typical musical devices used. Working towards a group performance of a response to a film storyboard.	Standard 3.2: Film Music 2: Developing GarageBand skills to compose for a specific film sequence.	Standard 3.3: Samba: Developing an understanding of the musical context, instruments and features of samba music. Creating a group samba performance influenced by samba.	Standard 3.4: Riffs and repetition: Developing an understanding of the use of riffs in pop music and investigating riffs through musical history. Creating performances of a variety of riffs in pairs and small groups.	Standard 3.5: Musical Theatre: Exploring the history and context of musical theatre. Investigating different styles and influences as well as types of songs. Working towards an ensemble performance.	GCSE 1: Introduction to/revision of key concepts: Dynamics Rhythm Context Articulation Texture Structure Melody Instrumentation Texture Harmony
YEAR 10A (2019-2020)	AoS 3: Music for Film: Exploring the techniques, sonorities and styles. Developing the extended question - describing the music heard in detail. Solo performance Composition 1: Free		AoS 2: Music for Ensemble: Exploring different instrumental ensembles prevalent in different musical eras. Investigating vocal combinations found in musical theatre and the blues. Describing musical texture accurately. Ensemble Performance		AoS 4: Popular Music (including Bhangra): Investigating pop styles, vocal styles, use of ICT in pop music as well as exploring the features of bhangra. Since you've been gone: Set work Composition 1: Free	

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YEAR 11A (2019-2020)	AoS 3: Music for Film: Exploring the techniques, sonorities and styles. Developing the extended question - describing the music heard in detail. Eine Kleine Nachtmusik: Set Work Solo performance Composition 2: Exam brief		AoS 2: Music for Ensemble: Exploring different instrumental ensembles prevalent in different musical eras. Investigating vocal combinations found in musical theatre and the blues. Describing musical texture accurately. Ensemble Performance Composition 1: Free (revisit) Composition 2: Exam brief Revision activities		Revision activities Past papers Final performances	
YEAR 12	Introduction to course WCT: Mannheim, the beginnings of the symphony 1750-1800 Haydn: Movement 3 – Minuet and Trio MT: Richard Rodgers Intro to dictation Solo performance 1 Composition 1: Free composition intro	WCT: Haydn focus Haydn: Movement 1: Exposition MT: Stephen Sondheim Dictation skills Solo performance 2 Composition 1: Free composition initial thoughts	WCT: Symphonic style of Mozart and Beethoven Haydn: Movement 1 – development and recapitulation MT: Andrew Lloyd Webber 20 th Cent: Intro to Poulenc Dictation skills Composition 1: Free	WCT: Mozart and Beethoven Haydn: Movement 2 MT: Stephen Schwartz 20 th Cent: Poulenc and wider listening Dictation skills Solo performance 3 Composition 1: Free	WCT: Beyond Beethoven – programme works Haydn: Movement 4 - Exposition MT: Leonard Bernstein 20 th Cent: Poulenc and wider listening Rehearsal Recital Dictation skills Composition 1: Free	WCT: Programme works Haydn: Movement 4 – development and recapitulation. Whole work revision. MT: Claude Michel Schonberg 20 th Cent: Introduction to Debussy Dictation skills Composition 1: Free final versions
YEAR 13	WCT: Symphonies in the Romantic Era Mendelssohn: Movement 1 MT: Others – Kander and Ebb, Kern, Loesser, Gershwin, Wilson 20 th Cent: Debussy and wider listening Dictation skills	WCT: Symphonies in the Romantic Era Mendelssohn: Movement 1 MT: Others – Robert Brown, Larrson, Miranda, Weill, Coleman, Minchin 20 th Cent: Debussy and wider listening	WCT: Essays Haydn: Movement 3 – Minuet and Trio MT: Revision and exam question focus Dictation Recital Composition 2: Exam	Revision Past paper questions Targeted revision for candidates		

	Q11 – score reading Haydn Composition 2: Exam brief composition intro	Dictation Q11 – score reading Haydn Recital rehearsal performance Composition 2: Exam brief and Composition 1 revisit	brief and Composition 1 revisit			
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