

Long Term Curriculum Plan

Subject – Music green zone

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
First year	<p>Chord changes</p> <p>Performance Learn to find notes on the keyboards. Play single-finger chords on the keyboard. Play triads in C major on the keyboard. Play chords G-Em-C-D on keyboard, guitar or bass. Play chords C-Am-F-G on ukulele Perform/record in time to backing track</p> <p>Notation Progressively challenging staff notation of chord sequences in treble clef and bass clef Guitar and bass charts</p>	<p>Chord changes / Xmas music</p> <p>Singing <i>Last Christmas</i></p> <p>Performing Further progression of chord changes 'Jingle Bells' melody on chosen instrument – add triads in left hand on keyboard for further challenge</p> <p>Notation Notation of <i>Jingle Bells</i> in treble clef, tab and bass clef for left hand of keyboard</p>	<p>The Blues</p> <p>Singing <i>Gospel Medley, Hound Dog, We Shall Overcome</i></p> <p>Listening Runaway Blues (Ma Rainey), <i>Oh Freedom</i> (The Golden Gospel Singers), <i>Dust My Broom</i> (Elmore James) Slavery, Civil Rights movement, Electric Blues</p> <p>Performing 12-bar Blues in C major: Keyboard – single finger chords progressing to triads on keyboard. Add root notes or walking bass in left hand for challenge. Ukulele – chords, various strumming patterns Glockenspiel – root notes. Progress to walking bass.</p> <p>12-bar Blues in G major: Guitar – chords, various strumming patterns. Progress to Blues scale and improvising. Bass – root notes. Progress to walking bass.</p> <p>Composing 12-bar Blues: Produce a drum track using music technology.</p>	<p>Rock n Roll</p> <p>Singing <i>You Were Always on my Mind</i> (Elvis/Pet Shop Boys)</p> <p>Listening <i>You Were Always on my Mind</i> (Elvis/Pet Shop Boys), <i>Tuti Frutti</i> (Little Richard)</p> <p>Performing <i>You Were Always on my Mind</i> in C major, verse and chorus (structure with contrasting sections), single-finger chords on keyboard/root notes on guitar progressing to triads in right hand and bass notes in left hand on keyboard/3-note chords or full chords on guitar and introduction of strumming patterns. Ukulele (chords). Bass guitar – root notes progressing to walking bass. Glockenspiel – root notes progressing to melody and/or walking bass.</p> <p>Composing Improvised solo using notes from the Blues scale in C major.</p>	<p>'5 Magic Notes' – The Classical Period</p> <p>Singing <i>It's Now or Never</i> (Elvis), <i>All By Myself</i> (Celine Dion), <i>Alejandro</i> (Lady Gaga)</p> <p>Listening <i>Ode to Joy</i> (Beethoven), <i>Rondo alla Turca</i> (Mozart), <i>Eine Kleine Nachtmusik</i> (Mozart)</p> <p>Performing <i>Ode to Joy</i> (melody notes CDEFG) Keyboard – melody in right hand using correct fingers. Progress to single-finger chords and triads in left hand. Glockenspiel – melody in right hand. Progress to add root notes in left hand. Guitar, bass and ukulele – finger-pick melody. Progress to theme and variation. Bass – finger-pick melody.</p> <p>Notation Treble clef for all instruments including tab for guitar and ukulele. Bass clef notation for bass guitar and left hand of keyboard. Dynamics 'p' and 'f'.</p> <p>Composing Compose a 4-bar chord sequence in C major.</p>	<p>The Noughties</p> <p>Singing <i>Roar / Firework</i> (Katy Perry), pupil choice from selection</p> <p>Listening <i>Firework</i> (Katy Perry), <i>Feel Good Inc.</i> (Gorillaz), <i>Seven Nation Army</i> (White Stripes)</p> <p>Performing <i>Roar</i> (Katy Perry), C major. Right hand simplified chords on keyboard, progressing to add bass notes in left hand and unsimplified chord sequence. 3-note chords on guitar progressing to full versions. Root notes on bass progressing through semibreves, crotchets, quavers. Ukulele simplified chords progressing to unsimplified. <i>Feel Good Inc</i> and <i>Seven Nation Army</i> bass lines on all instruments. Include chords as appropriate. Perform songs as part of a group.</p> <p>Composing Compose a verse chord sequence in C major of at least 4 bars that repeats. Sequence using music technology (chords, bass line, drum track). Progress to adding a chorus and vocal track.</p>

			Produce a bass track in C major using music technology. Produce a piano track in C major using music technology. Progress to developing the structure and texture by copying, pasting and deleting sections. Add a vocal track. Add improvisation using the Blues scale.		Compose a melody to fit this chord sequence. Progress to composing a further 4-bar chord sequence and melody and producing a structured ABA composition. Notation C-G in treble clef. Crotchets, quavers, minims, semibreves. 4/4 time signature.	Notation Keyboard staff notation with letter names. Bass tab, ukulele and guitar charts. Rhythm notation (semibreves, crotchets and quavers) for keyboard parts and bass guitar tab.
<p>By the end of the first year pupils should be able to: Sing regularly from an extended repertoire with a sense of ensemble and performance. Develop the technical ability to identify the use of musical elements when listening to music. Develop understanding of the meaning and purpose of music being listened to. Compose chord sequences on the keyboard or guitar in C major or A minor. Explore melodic line and simple structural ideas, e.g. ABA. Learn to find notes on the keyboards. Play rhythmically simple melodies on keyboard, guitar, ukulele or glockenspiel following staff notation written on one stave and/or tab. Use notes within a range of a 5th transposed into C major or A minor. Read simple phrases using pitch and rhythmic notation on the treble or bass clef containing mostly conjunct movement.</p>						
Second year	<p>Music of Africa Singing <i>Che, che Kule; Ging Gang, Gul; What a Wonderful World; Wimoweh</i> Listening <i>Jin Go La Ba, Ladysmith Black Mambazo, Graceland.</i> African music and culture. Fusion with western pop music. Composing African drumming piece with multiple ostinato. Improvise over group ostinato. Performing African drumming: call and response, unison rhythms, polyrhythm</p>	<p>'Rocky' – Rock Music Singing <i>Eye of the Tiger</i> (Survivor), <i>We Will Rock You</i> (Queen), <i>Don't Stop Believing</i> (Journey) Listening <i>Stairway to Heaven</i> (Led Zeppelin), <i>Purple Haze</i> (Jimmy Hendrix), <i>Crazy Nights</i> (Kiss). Distortion, riff. Origins. Composing Song writing. Key of C major/A minor or G major/E minor. At least one verse or chorus with a 4-bar repetitive cycle plus lyrics and melody. Performing <i>Eye of the Tiger</i> – key of Am: opening riff, verse chords and chorus chords on chosen instrument (introducing Dm).</p>	<p>Baroque Period Singing <i>All Together Now</i> (The Farm), <i>Basket Case</i> (Green Day) <i>C U When U Get There</i> (Coolio) Listening <i>Canon in D</i> (Pachelbel), <i>The Four Seasons</i> (Vivaldi), <i>Tocatta and Fugue in Dm</i> (JS Bach), <i>C U When U Get There</i> (Coolio). Patronised composers. Ground bass. Terraced dynamics. Fusion with pop music. Composing Rearrange the chords of <i>Canon</i> to create your own composition. Progress to add melody line. Notate and/or sequence using music technology. Write lyrics to accompany. Performing</p>	<p>Hip Hop/70s Funk Singing <i>Good Times</i> (Chic), <i>Rapper's Delight</i> (Sugar Hill Gang), <i>Play That Funky Music</i> <i>White Boy</i> (Wild Cherry), <i>Where is the Love</i> (Black Eyed Peas) Listening <i>Good Times</i> (Chic), <i>Rapper's Delight</i> (Sugar Hill Gang), <i>3 is a Magic Number</i> (De La Soul). Sampling, break beat, rapping. Hip-hop origins and culture. Composing Drum beat, bass line and harmony part in the key of G major/E minor in the Hip-hop style. Sequence using music technology. Write lyrics and record vocal part (rap). Performing <i>Good Times</i> – key of Em</p>	<p>Film Music Singing <i>Singin' in the Rain, My Heart Will Go On</i> (Celine Dion), <i>I Don't Want to Miss a Thing</i> (Aerosmith) Listening <i>Star Wars</i> (John Williams), <i>James Bond Theme</i> (Monty Norman), <i>Jaws</i> (John Williams), <i>Schindler's List</i> (John Williams). Musical elements and mood. Composing Compose a piece of music for a scene or character. Justify how the musical elements and tonality are used appropriately. Use the key of G major/E minor. Sequence using music technology. Develop structure ABA or ABACA Performing</p>	<p>Reggae Singing <i>Three Little Birds</i> (Bob Marley), <i>One Love</i> (Bob Marley), <i>Dreadlock Holiday</i> (10CC) Listening <i>My Boy Lollipop</i> (Millie Small), <i>Three Little Birds</i> (Bob Marley), <i>Ghost Town</i> (The Specials) Composing Songwriting. Compose and sequence a drum beat, bass line and harmony part in a reggae style with 'shank' rhythm. Key of G major/E minor. At least one verse or chorus. Develop structure and add lyrics and melody. Performing <i>Stir It Up</i> (Bob Marley) – key of G major. Keyboard – chords in right hand. Progress to 'Shank'</p>

		<p>Notation Treble and bass clef as appropriate, chord symbols, guitar and bass tab. Accents.</p>	<p><i>Canon</i> by Pachelbel transposed into C major. Chord sequence on chosen instrument. Learn the various melody lines and progress toward a group or sequenced performance.</p> <p>Notation Melody lines notated in bass or treble clef as appropriate. '<i>Dolce</i>'. 3/4 time signature</p>	<p>Keyboard – root notes in left hand and triads in right hand. Progress to playing extended chords in right hand and bass line in left. Guitar and ukulele – chord sequence adapted as open chords. Progress to develop funk strumming pattern and bar chords. Bass – simplified bass line. Progress to original bass line and improvise around it. Glockenspiel – bass line.</p> <p>Notation Treble and bass clef as appropriate. Chord symbols.</p>	<p><i>Star Wars</i> Keyboard – melody in right hand (requires change of hand position. Progress to add triads and bass line in left hand. Guitar, bass, ukulele, glockenspiel – melody. Progress to theme and variation.</p> <p>Notation Treble and bass clef as appropriate. '<i>Grandioso</i>'. Guitar, ukulele and bass tab.</p>	<p>rhythm and bass line in left hand. Guitar and ukulele – chords. Progress to 'Shank' rhythm. Improvise solo. Bass – root notes. Progress to original bass line and improvise using root, 3rd and 5th. Glockenspiel – bass line, melody.</p> <p>Notation Treble and bass clef as appropriate. Guitar, ukulele and bass tab. Chord symbols.</p>
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By the end of second year pupils should be able to:

Sing regularly from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing.

Develop the technical ability to describe the use of musical elements when listening to music

Develop understanding of the meaning and purpose of a widening range of musical genres

Compose chord sequences on the keyboard or guitar in C major, G major, A minor or E minor.

Compose simple bass lines using the root note of each chord.

Compose melodic lines, shaped by lyrics and/or harmonic intention.

Harmonise melodies using the root notes from primary chords and appropriate cadences.

Play chord sequences from familiar songs with rhythmic vitality.

Expand the rhythmic scope of melodies on keyboard instruments, following staff notation written on one staff or two staves.

Use notes within a range that includes a change of hand position and an optional left-hand part.

Read simple phrases using pitch and rhythmic notation on the treble or bass clef containing mostly conjunct movement.

<p>Third year</p>	<p>Disco Singing <i>Lost in Music, Tragedy, YMCA</i> Listening <i>Lost in Music, Stayin Alive, Heart of Glass, I Will Survive</i> Composing Compose and sequence a drum beat, bass line and harmony part in the disco style in the key of F major/D minor. Sequence using music technology. Must have at least a 4-bar repetitive section such as a chorus.</p>	<p>90s Britpop / Xmas Music Singing <i>Wonderwall</i> (Oasis), <i>Don't Look Back in Anger</i> (Oasis), <i>Parklife</i> (Blur) Listening <i>Common People</i> (Pulp), <i>Live Forever</i> (Oasis), <i>Love Fool</i> (The Cardigans) Composing Songwriting. Key of C major/A minor, G major/E minor or F major/D minor. Must have at least one verse and a chorus. Develop structure to contain more than one</p>	<p>Romantic Period Singing <i>Karma Chameleon</i> (Culture Club), <i>Mad World</i> (Tears for Fears), <i>Life on Mars/Starman</i> (David Bowie) Listening <i>In the Hall of the Mountain King</i> (Grieg), <i>Raindrop Prelude</i> (Chopin), <i>William Tell Overture</i> (Rossini). Growth of orchestras, emotional music, industrial revolution. Composing Compose a melody and chordal accompaniment</p>	<p>The Beatles Singing <i>Penny Lane, Get Back, Let It Be, Lucy in the Sky with Diamonds</i> Listening <i>We Can Work It Out, Lucy in the Sky with Diamonds, A Day in the Life</i>. Vocal harmonies, song writing styles. Pioneering songs. Composing Songwriting. Key of F major/D minor. Use the chords from <i>Hey Jude</i> put rearrange in your own sequences. Add lyrics and melody.</p>	<p>Minimalism Singing <i>All You Need is Love</i> (The Beatles), <i>Don't Know Much About History</i> (Sam Cooke), <i>Price Tag</i> (Jessie J) Listening <i>Tubular Bells</i> (Mike Oldfield), <i>Facades</i> (Philip Glas), <i>Pendulum Music</i> (Steve Reich). Cells, ostinato, phasing, layering, metamorphosis, addition, subtraction, augmentation, diminution Composing Compose a piece of minimalist music that</p>	<p>Music of India/Musical Tastes Singing Pupil choice Listening <i>Raag Shahana</i> (Baluji Shrivastav), <i>Charu Keshi Rain</i> (Nitin Sawhney), <i>Meeting</i> (Talvin Singh). Bansuri, Sarangi, Sarod, Tabla, Sitar, Esraj. Composing Compose a melody using the notes from raga (at least one octave. Improvise using raga. Performing</p>
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	<p>Write lyrics and add vocal track.</p> <p>Performing <i>Lost in Music</i> – key of Dm Keyboard – root notes left hand, chords right hand. Progress to major and minor 7th chords. Progress to syncopated rhythm. Guitar and ukulele – chords, progress to syncopated strumming pattern and major and minor 7th chords. Bass – root notes, progress to syncopated rhythm and 8ve ‘disco’ bass line. Glockenspiel – melody and arpeggios Notation Treble clef for all instruments including tab for guitar and ukulele. Bass clef notation for bass guitar and left hand of keyboard. Jazz chord symbols.</p>	<p>verse and a middle 8. Sequence using music technology.</p> <p>Performing <i>Don’t Look Back in Anger</i> – key of C major Progress through sections of the song on chosen instrument (intro, verse, bridge, chorus – middle 8) Notation Treble and bass clef and tab as appropriate. Chord symbols. Lyrics.</p>	<p>with an ABACA structure. Try and achieve dramatic contrast between the sections.</p> <p>Performing <i>In the Hall of the Mountain King</i> – key of Am. Tempo gradually increasing. Keyboard and glockenspiel – melody in right hand (requires changes in hand position. Progress to root and 5th in left hand. Guitar, bass, ukulele – finger pick. Progress to alternating between octaves. Notation Treble and bass clef and tab as appropriate. ‘Pizzicato, staccato, accelerando, crescendo’</p>	<p>Performing <i>Hey Jude</i> – key of F major. Learn chords on chosen instrument and practise toward group performance or with backing track. Notation Treble and bass clef and tab as appropriate. Chord symbols. Lyrics.</p>	<p>focuses on one or more of the following techniques: layering, phasing, addition, subtraction.</p> <p>Performing <i>Clapping Music</i> (adapted for class). Phasing technique. Notation Graphic score, beat numbers</p>	<p>Improvise over a drone and tala using the notes from raga.</p> <p>Notation Treble and bass clef and tab as appropriate. Rhythm notation for tala.</p>
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By the end of third year pupils should be able to:

Sing regularly from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and dynamic contrast.

Describe the interplay use of musical elements when listening to music.

Develop understanding of the meaning and purpose of a wider range of musical genres

Compose chord sequences on the keyboard or guitar in C, G or F major, A, E or D minor.

Compose contrasting chord sequences to create pieces in either ternary or verse/chorus form.

Write simple bass lines using the root note of each chord. Give these bass lines rhythm and use passing notes to enhance them.

Compose melodic lines, shaped by lyrics and/or harmonic intention.

Explore melodic line, use of contrast and structural ideas, e.g. ABACA. Melody and Accompaniment

Further increase the rhythmic scope of melodies on keyboard instruments, following staff notation written on two staves.

Add either a single note or chordal accompaniment to the melody; alternatively play a piece based on chords

Read simple phrases using pitch and rhythmic notation on the treble or bass clef containing mostly conjunct movement.