



Green Zone - Music

Please identify where the above is covered in your long term planning in your subject area. We need to evidence that our pupils have opportunities in each subject area to develop and understand the above.

Key Stage	Diversity	Careers	British Values	SMSC	Literacy	Numeracy	Reading
KS3 First Year Autumn 1 Chord changes	Learning to play chords on at least one instrument and making connections between this and musical examples from a number of traditions.	Listening skills, learning about song structure, resilience and teamwork are all transferrable skills that are developed through musical learning. Music technology industry specific skills and transferrable ICT skills.	Learning chord changes opens up the possibility to perform endless British pop songs and opens the door to every British popular movement (eg. Punk, ska). Working together as musicians develops teamwork and respect for each other.	Collaboration and teamwork when making music together. Musical learning builds resilience and there is sense of achievement when pupils can play chord changes/songs together.	Musical vocabulary: chord, triad, keyboard, guitar, bass guitar, ukulele, cello, drum kit, pulse, strumming pattern, rhythm. Music technology terms: record, bar, sample, input, audio.	Counting the beat and playing in time with a backing track and others in class. Interpreting different types of musical notation, eg. Guitar charts.	Reading and verbalising song lyrics. Interpreting music notation such as piano and guitar charts, guitar tab, strumming patterns and written instructions.
KS3 First Year Autumn 2 Chord changes and Xmas music	Learning to play chords on at least one instrument and making connections between this and musical examples from a number of traditions.	Listening skills, learning about song structure, resilience and teamwork are all transferrable skills that are developed through musical learning.	Learning chord changes opens up the possibility to perform endless British pop songs and opens the door to every British popular movement (e.g. Punk, ska). Working together as musicians	Collaboration and teamwork when making music together. Musical learning builds resilience and there is sense of achievement when pupils can play chord changes/songs together, for	Musical vocabulary: chord, triad, keyboard, guitar, bass guitar, ukulele, cello, drum kit, pulse, strumming pattern, rhythm. Music technology terms: record, bar, sample, input, audio.	Counting the beat and playing in time with a backing track and others in class. Interpreting different types of musical notation, e.g. Guitar charts.	Reading and verbalising song lyrics. Interpreting music notation such as piano and guitar charts, guitar tab, strumming patterns and written instructions. Of



			develops teamwork and respect for each other.	example, 'Last Christmas'.			pupils across the Key Stage.
KS3 First Year Spring 1 The Blues	Studying the Blues means pupils learn about the history of the slave trade and the US civil rights movement. We can make connections with issues raised by <i>Black Lives Matter</i> in our time.	Learning about the careers of Blues artists from different periods gives insight into possible career paths in the music industry whilst Sound trap develops music technology skills	Learning about the persecution of African Americans and the struggle for civil rights can help students understand the importance of equal rights and fighting discrimination.	Learning about spirituals and moral questions when studying the history of the Blues. Ongoing opportunity for teamwork and critical engagement when performing and composing Blues music.	Musical vocabulary: interrelated dimensions of music (tempo, dynamics etc). Verbal and written responses to music. Reading comprehension tasks – history of the Blues.	12-bar Blues structure – counting beat and keeping place in the music. Composing task – sub-dividing beats, e.g. Creating a drum track in Sound trap (music technology).	Reading comprehension tasks (differentiated) on history of the Blues. Blues song lyrics.
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KS3 First Year Summer 1 The Classical Period	Music of the Classical Period is part of the Western Classical Tradition. Pupils from whatever background can	Further opportunities to explore music industry: orchestras, theatre, promotion. Knowledge of	Learning about the Western Classical tradition is a window into British and European history as well as a	Emotional responses discussed to different pieces from the Classical Period. Discussion of historical	Ongoing use of musical vocabulary. Introduction of terms relating to music notation and classical music, e.g.	'Ode to Joy' performing task – counting beat and keeping place in the music. Staff notation, sub-division of beats	Reading comprehension tasks (differentiated) The Classical Period. Written instructions for performing and



	take ownership of this tradition and learn it's connections with other traditions like popular music.	various musical traditions gives pupils cultural capital which evidence shows increases people's opportunities and confidence.	chance to learn about the importance of breaking down class barriers.	audiences (social) for classical music and class. Teamwork and critical engagement.	Crotchet, string quartet. Further reading comprehension – The Classical Period.	(minims, crotchets, quavers etc).	composing tasks (ABA structure composition).
KS3 First Year Summer 2 The Classical Period	Music of the Classical Period is part of the Western Classical Tradition. Pupils from whatever background can take ownership of this tradition and learn it's connections with other traditions like popular music.	Further opportunities to explore music industry: orchestras, theatre, promotion. Knowledge of various musical traditions gives pupils cultural capital which evidence shows increases people's opportunities and confidence.	Learning about the Western Classical tradition is a window into British and European history as well as a chance to learn about the importance of breaking down class barriers.	Emotional responses discussed to different pieces from the Classical Period. Discussion of historical audiences (social) for classical music and class. Teamwork and critical engagement.	Ongoing use of musical vocabulary. Introduction of terms relating to music notation and classical music, e.g. Crotchet, string quartet. Further reading comprehension – The Classical Period.	'Ode to Joy' performing task – counting beat and keeping place in the music. Staff notation, sub-division of beats (minims, crotchets, quavers etc).	Reading comprehension tasks (differentiated) The Classical Period. Written instructions for performing and composing tasks (ABA structure composition).
KS3 Second Year Autumn 1 Music of Africa	Historical and cultural context of traditional West African drumming music. Links to the history of the Blues. Music of South Africa – the anti-apartheid movement. Influences of	African drum circle – working as a team, listening and communication skills. Musical skills developed through drumming and keyboard tasks.	Learning about Apartheid and the anti-apartheid struggle develops understanding of the importance of democracy, the rule of law, individual liberty and mutual respect for those	Pupils have described performing in an African drum circle as 'therapeutic.' Drumming and keyboard tasks provide focus and sense of shared achievement, building	New musical vocabulary: polyrhythm, African instrument names, ostinato, unison, Master Drummer. Written listening tasks including a range of musical vocabulary. Word board.	Counting the beat and number of repetitions of drumming patterns. Following staff notation when practising keyboard tasks, counting bars and note values.	Reading background information to artists and pieces of music for listening tasks. Use of word board to recap key vocabulary.



	African music on other genres.		with different faiths and beliefs.	confidence and resilience.			
KS3 Second Year Autumn 2 Rock Music / Xmas Music	History of Rock Music – roots in The Blues, influences from more than one culture.	Instrumental skills. Learning cover songs – cover/wedding bands earn good money doing this. Session musicians. Song writing.	Practising together as a band – mutual respect.	Learning a song with 3 sections on an instrument – resilience. Practising and performing as a band – teamwork, confidence building. Song writing – creativity.	Vocabulary: structure, verse, chorus, riff, vocal, guitar, bass guitar, drum kit, electric guitar, interrelated dimensions of music.	Counting beats and bar numbers when performing a song solo and with a group; using guitar charts to figure out chords and bass notes; drum notation; song charts	Reading background information to artists and pieces of music for listening tasks. Use of word board to recap key vocabulary.
KS3 Second Year Spring 1 The Baroque Period	Baroque music is part of the Western Classical Tradition. Pupils from whatever background can take ownership of this tradition and learn it's connections with other traditions like popular music.	Learn about composers and patronage – how they used to make a living and how composers of different genres of music might make a living today.	Learning about the Western Classical tradition is a window into British and European history as well as a chance to learn about the importance of breaking down class barriers.	Composing tasks develop creativity skills and cognition, building all-round confidence. Pachelbel's Canon is a relaxing piece of music to play and listen to.	Vocabulary: ground bass, harpsichord, violin, viola, cello, double-bass, string quartet, counterpoint. Written responses to listening tasks.	Staff notation – building further on this skill through performing and composing tasks (compose a piece of music using the chords from Pachelbel's Canon). Counting beats, note values and bars.	Reading background information to artists and pieces of music for listening tasks. Use of word board to recap key vocabulary.
KS3 Second Year Spring 2 Hip hop / 70's Funk	Origins of Funk and Hip hop, roots in The Blues, influences on other genres.	Instrumental skills. Creativity skills (composing).	For example, Hip hop culture reflects socio-economic challenges faced by black communities in the Bronx which relate to racial	Writing a rap and composing music for it – creativity. Performing solo and as a group – resilience and teamwork.	Vocabulary: scratch, decks, break, graffiti, MC, DJ, mix, sample. Written responses to listening tasks.	Writing/rapping lyrics and setting them in time to a specific number of bars; structuring a piece of music.	Reading lyrics and background information to artists and pieces of music for listening tasks. Use of word board to



			inequalities highlighted by the Black Lives Matter movement today.				recap key vocabulary.
KS3 Second Year Summer 1 Film Music		Instrumental skills. Creativity skills (composing).		Practising 'Star Wars' on an instrument – resilience. Composing film music in new key G major/E minor - creativity	Vocabulary: mood music, interrelated dimensions of music, score, storyboard, imagery. Written responses to listening tasks.	Composing and sequencing a structured piece of music using music technology and/or staff notation (note values, musical phrases set to regular number of bars, use of repetition)	Reading lyrics and background information to artists and pieces of music for listening tasks. Use of word board to recap key vocabulary.
KS3 Second Year Summer 2 Reggae	Origins of Reggae, links to music of Africa, integration of Reggae into British culture – immigration of citizens from the commonwealth.	Instrumental skills. Creativity skills (composing). Teamwork and communication – group rehearsals.	Respect for all faiths and beliefs – Rastafarianism	Spiritual connection (Rastafarianism), moral questions of colonialism and continued racism today, introduction to Reggae culture.	Vocabulary: Rastafarianism, beat, rhythm, offbeat, shank, bass, Jamaica, Commonwealth. Written responses to listening tasks.	Performing 'shank' rhythm on beats 2 and 4 of the bar, interpreting instrument and song charts, understanding structure of a piece of music.	Reading lyrics and background information to artists and pieces of music for listening tasks. Use of word board to recap key vocabulary.
KS3 Third Year Autumn 1 Disco	Origins of Disco – links to other influences and roots in the Blues. Influence on other genres.	Instrumental skills. Creativity skills (composing). Teamwork and communication – group rehearsals.			Vocabulary: Disco beat, chords, vocal, melody, tracks, bass, harmony, band	Composing and sequencing a structured piece of music using music technology, understanding structure and phrasing when performing and composing.	Reading lyrics and background information to artists and pieces of music for listening tasks. Use of word board to recap key vocabulary.



KS3 Third Year Autumn 2 90's Britpop	'Common People' by Pulp, lyrics break down class barriers.	Focus on song writing. Opportunities for making money: publishing, copyright, online promotion, recording – links to music technology skills.	Songs such as 'Common People' and 'Parklife' are a window for discussion on working class life in democratic Britain.	Reflection on society and youth and working-class culture in 90s Britain. Comparisons to today.	Vocabulary: melody, harmony, indie, 8-beat, song writing, structure, vocals, acoustic/electric guitar, bass, drum kit.	Song structure, counting bars and beats, sequencing multiple tracks using music technology, choosing tempos.	Reading lyrics and background information to artists and pieces of music for listening tasks. Use of word board to recap key vocabulary.
KS3 Third Year Spring 1 The Romantic Period	The Romantic Period is part of the Western Classical Tradition. Pupils from whatever background can take ownership of this tradition and learn it's connections with other traditions like popular music.	Learn about composers and commissioning – how they used to make a living and how composers of different genres of music might make a living today.	Learning about the Western Classical tradition is a window into British and European history as well as a chance to learn about the importance of breaking down class barriers.	Spiritual – deep artistic expression of Romantic music; historical and social context – audiences at the time and today.	Vocabulary: orchestra, expression, mood, dramatic, opera, Nationalism, melody, harmony, texture, dynamics, time signature, imagery	Staff notation – building further on this skill through performing and composing tasks. Counting beats, note values and bars, 3/4 and 4/4 time signatures.	Reading background information to artists and pieces of music for listening tasks. Use of word board to recap key vocabulary.
KS3 Third Year Spring 2 The Beatles	Influences on The Beatles' music: The Blues, Rock n Roll, Indian Classical Music; 60s pop culture challenging 'traditional' values.	Song writing, music production (George Martin), music promotion, copyright, changes in the law and technology today.	Individual liberty – role of 60s pop culture. Respect for all faiths and beliefs – Hippt culture and Hinduism; democracy – Peace movement.	Social and Cultural – Reflection on 60s society, the 'British Invasion'; Spiritual – Hippy culture, Hinduism. Moral – Peace movement.	Vocabulary: psychedelic, Rock n Roll, song writing, sitar, band, guitar, bass, vocals, drum kit, harmonies, chord, chord sequence, technology.	Song structure, counting bars and beats, sequencing multiple tracks using music technology, choosing tempos.	Reading background information to artists and pieces of music for listening tasks. Use of word board to recap key vocabulary.
KS3 Third Year Summer 1	Exposure to a range of musical genres from	Sequencing / music technology skills, ICT skills;	Respect for other faiths and beliefs	Spiritual – Zen Buddhism; Cultural –	Vocabulary: cells, ostinato, phasing,	Sequencing skills, structure of music, minimalist	Reading background information to



Minimalism	throughout history.	links to TV and film industries where minimalist music features.	– exposure to Zen Buddhism.	minimalism was a 20 th century cultural phenomenon.	layering, metamorphosis, addition, subtraction, augmentation, diminution	composing techniques use numeracy skills.	artists and pieces of music for listening tasks. Use of word board to recap key vocabulary.
KS3 Third Year Summer 2 Music of India/Musical tastes	Exposure to traditional Indian history and culture, comparison to today, historical connections between Britain and India.	Fusion of Indian Classical Music and pop music – sequencing and music technology skills; connection of music and film industry – Bollywood.	Respect for all faiths and beliefs – consideration of various faiths in India and Britain today; democracy and rule of law – reflection on caste system, the British Empire, Britain and India today.	Spiritual – influences on Indian Classical Music; moral – reflection on caste system and British Empire; cultural – contribution of Indian community to British culture.	Vocabulary: raga, tala, drone, sitar, tambura, tabla, other Indian instruments, improvising	Tala (rhythmic) patterns, repetitions, interpreting raga notation, counting beats and bars; musical structure.	Reading background information to artists and pieces of music for listening tasks. Use of word board to recap key vocabulary.