

# Music Long Term Plan Year 7 2024-2025

## Autumn Term

W/C	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	HALF TERM
<b>Area of Study: Changing Places</b>	<b>Changing Places:Introduction</b>	<b>Changing Places:Melody 1 and 2</b>	<b>Changing Places:Melody 2 and 3</b>	<b>Changing Places:Melody 3 and chords</b>	<b>Changing Places:Ensemble</b>		<b>Assessment</b>	
<b>Challenge Objectives and Content (for all learners)</b>	<ul style="list-style-type: none"> <li>-To learn where the staff came from.</li> <li>-To learn the Treble clef notation.</li> <li>-To learn note duration.</li> <li>-To be able to play</li> </ul>							
<b>Inspire Opportunities</b>	<ul style="list-style-type: none"> <li>-Story of how the staff was invented – Guardi the Monk.</li> <li>-Learn the Treble clef.</li> <li>-Learn the signposts for the keys on the keyboard.</li> <li>-Start melody 1. Use of right hand only and all 5 fingers</li> </ul>	<ul style="list-style-type: none"> <li>-Recap Treble clef and signposts.</li> <li>-Complete Melody 1.</li> <li>-Start learning Melody 2. Use of right hand only and all 5 fingers</li> </ul>	<ul style="list-style-type: none"> <li>-Recap Melody 2.</li> <li>-Start Melody 3. Focus on the syncopated rhythm. Use of right hand only and all 5 fingers</li> </ul>	<ul style="list-style-type: none"> <li>-Recap Melody 3.</li> <li>-Learn about chords.</li> <li>-Put the chords with Melody 1,2 and 3. Use of right hand only and all 5 fingers</li> </ul>	<ul style="list-style-type: none"> <li>-Using the melodies, as an ensemble put these together.</li> <li>-Timing as an ensemble.</li> <li>-Think about the structure. Have a clear, middle and end.</li> <li>Take a leading role in the ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment Criteria: <ul style="list-style-type: none"> <li>-Structure.</li> <li>-Timing.</li> <li>-Use of all 3 melodies and chords.</li> <li>Take a leading role in the ensemble.</li> </ul> </li> </ul>		
<b>Assessment</b>	Teacher, Peer and Self assessment. Log of Melody completed.	Teacher, Peer and Self assessment. Log of Melody completed.	Teacher, Peer and Self assessment. Log of Melody completed.	Teacher, Peer and Self assessment. Log of Melody completed.	Teacher, Peer and Self assessment. Log of Melody completed.	Live performance.		

W/C	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	CHRISTMAS
<b>Programme Music</b>	<b>Introduction</b>	<b>Own Story</b>	<b>Compose background music and character themes for your story.</b>			<b>Assessment</b>	
<b>Challenge Objectives and Content (for all learners)</b>	<b>Understand Prgorgamme Music</b>	<b>Understand how elements of music combined can be used to tell a story</b>	<b>Use the elements of music to create character themes</b> <b>Use the elements of music to create background music</b> <b>Use major and minor to show happy/sad, good/bad</b>				
<b>Inspire Opportunities</b>	<ul style="list-style-type: none"> <li>-Introduction to Programme Music.</li> <li>-Listen and analysis of Carnival of the Animals.</li> <li>-Create own animal music. Take a leading role in your ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to Danse Macabre.</li> <li>-Look at the Elements of Music.</li> <li>-Write your own story.</li> <li>-Have at least two characters. Have a clear beginning, middle and end. Take a leading role in your ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>-Introduction to Garage band.</li> <li>-Using instruments and Garage band compose music for your story.</li> <li>-Short repeated phrases for character themes.</li> <li>-Use of Major and Minor for the background music.</li> <li>-Exploration of different instrument sounds.</li> <li>Take a leading role in your ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment Criteria: <ul style="list-style-type: none"> <li>-Development of ideas for the background music.</li> <li>-Themes for your characters.</li> <li>-Music tells your story well.</li> <li>Take a leading role in your ensemble.</li> </ul> </li> </ul>			



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<b>Assessment</b>	Teacher, Peer and Self assessment.	Teacher, Peer and Self assessment.	Teacher, Peer and Self assessment.	Live and pre recorded performance.	
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## Spring Term

W/C	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	HALF TERM
Area of Study: Stomp	Introduction	Compose own Stomp piece				Assessment	
Challenge Objectives and Content (for all learners)	-Understand how music can be created with anything other than an instrument -Understand how this is done using the elements of music and choreography	-Think about how your instrument could be used to create music -Create interesting rhythms -Use different textures – Unison, polyrhythmic, call and response -Use syncopated rhythms within your piece					
Inspire Opportunities	-Introduction to Stomp. -Listening and analysis. -Start creating own piece. -Learn key words: Syncopation, Polyrhythm.	-Creating rhythms for your piece. -Structure of the piece: Beginning, two contrasting sections, Ending. -Use of Syncopation and Polyrhythm. -Use the elements of music to help you create your two contrasting sections.				Assessment	
Assessment	Teacher feedback	Teacher/Pupil feedback				Assessment sheet and recording	

W/C	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	EASTER
Topic: Area of study: Sea Shanty's	Introduction	Choose a Sea Shanty to rehearse and perform					
Challenge Objectives and Content (for all learners)	-Understand the key elements of Sea Shanty's -Be able to identify these elements -Be able to sing a Sea Shanty	-Understand key skills involved in ensemble performing -Understand A capella and how to add it to your piece Learn effective practice skills				Assessment	
Inspire Opportunities	-Listen to Sea Shanty's -Using the elements of music write about what you hear -Learn to sing a Sea Shanty Write using key words about Sea Shanty's	-As an ensemble learn and rehearse a Sea Shanty -Learn the instrumental parts and the singing -Add a section of A capella -Keep good timing as an ensemble Take a leading role in rehearsals to keep timing within the ensemble				Assessment	



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Assessment	Teacher feedback	Teacher/Pupil feedback	Assessment sheet and recording	
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## Summer Term

W/C	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	HALF TERM
Topic Reggae	Introduction	Bass line	Chords	Bassline chords and singing		Assessment	
Challenge Objectives and Content (for all learners)	-Understand the key elements of Reggae -Understand where Reggae came from -Be able to identify these elements -Be able to sing and perform a Reggae Piece	-Recap Bass Clef -Be able to play a Reggae Bass line confidently -Be able to play the bass line With correct timing and notes	-Be able to play a Reggae Chords confidently -Be able to play the chords With correct timing and notes -Be able to put the bass line and chords together	-Understand key skills involved in ensemble performing -Understand how each section links together -Learn effective practice skills		-Confidently play as part of an Ensemble -Perform with excellent timing -embed effective practice skills	
Inspire Opportunities	-Listen to Reggae -Using the elements of music write about what you hear -Learn Bass Clef -Learn to play the bass line of Three little birds	-Learn about the bass line to Three little birds by Bob Marley -Recap the notes of Bass clef. -Learn to play the bassline	-Learn the chords of the song on Keyboard -Be able to locate the notes of each chord confidently and play them in the correct order -Be able to put the bass line and chords together	-As an ensemble learn and rehearse three little birds by Bob Marley -Learn the instrumental parts and the singing -Keep good timing as an ensemble -Take a leading role in the ensemble		Assessment Criteria: -Excellent timing as an ensemble -All parts of the song are included -Ensemble skills are really good. -Take a leading role in the ensemble	
Assessment	Teacher/Student verbal feedback					Formal assessment. Audio recording and assessment sheet.	

W/C	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	SUMMER
Topic Popular Music	Introduction	Riffs	Lyrics	Write your own pop song		Assessment	
Challenge Objectives and Content (for all learners)	-Understand the key elements of Popular Music -Understand the journey of where popular music came from	-Understand what makes a good Riff -Use Elements of Music to describe Riffs form several pieces -Compose your own Riff	-Understand what makes good lyrics -Identify key elements to successful lyric writing	-Be confident writing lyrics, Riff and bass line for your own pop song -Use ensemble skills to compose and perform a pop song -Become confident with time keeping		-Confidently play as part of an Ensemble -Perform with excellent timing -Embed effective practice and compositional skills	

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	<ul style="list-style-type: none"> <li>-Be able to identify these elements</li> <li>-Be able to compose your own pop song</li> </ul>					
Inspire Opportunities	<ul style="list-style-type: none"> <li>-Listen to the importance of being idle by oasis</li> <li>-Using the elements of music write about what you hear</li> <li>-Recap Treble and bass clef</li> <li>-Learn to play the riff of The importance of being Idle</li> <li>-Learn the bass line</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to several songs and Riffs.</li> <li>-Use the Elements of Music to describe what makes them catchy</li> <li>-Compose your own Riff for your own pop song</li> <li>-Compose a Riff with Syncopation</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to some songs</li> <li>-Identify key lyric ideas, phrases lengths and patterns.</li> <li>-Choose a topic</li> <li>-Start writing lyrics for your own pop song</li> <li>-Make sure lyrics rhyme and have equal length phrases</li> </ul>	<ul style="list-style-type: none"> <li>-Compose your own pop song.</li> <li>-Continue writing lyrics on your chosen topic</li> <li>-Start rehearsing with the Riff, Bass line and Chords</li> <li>-Make sure all the elements fit together</li> <li>Take a leading role in your group.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment Criteria:</li> <li>-Excellent timing as an ensemble</li> <li>-All parts of the song are included</li> <li>-Clear and well thought out composition and pop song</li> <li>Take a leading role in your group.</li> </ul>	
Assessment	Teacher/ Student verbal feedback				Formal assessment. Audio recording and assessment sheet.	