

Subject Long Term Plan Year 7

Temperance Term

W/C	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	HALF TERM
Area of Study: Changing Places	Changing Places:Introduction	Changing Places:Melody 1 and 2	Changing Places:Melody 2 and 3	Changing Places:Melody 3 and chords	Changing Places:Ensemble		Assessment	
Objectives	<ul style="list-style-type: none"> -To learn where the stave came from. -To learn the Treble clef notation. -To learn note duration. -To be able to play 							
Core Learning	<ul style="list-style-type: none"> -Story of how the stave was invented – Guardi the Monk. -Learn the Treble clef. -Learn the signposts for the keys on the keyboard. -Start melody 1. 	<ul style="list-style-type: none"> -Recap Treble clef and signposts. -Complete Melody 1. -Start learning Melody 2. 	<ul style="list-style-type: none"> -Recap Melody 2. -Start Melody 3. Focus on the syncopated rhythm. 	<ul style="list-style-type: none"> -Recap Melody 3. -Learn about chords. -Put the chords with Melody 1,2 and 3. 	<ul style="list-style-type: none"> -Using the melodies, as an ensemble put these together. -Timing as an ensemble. -Think about the structure. Have a clear, middle and end. 		Assessment Criteria: <ul style="list-style-type: none"> -Structure. -Timing. -Use of all 3 melodies and chords. 	
Challenge	Use of right hand only and all 5 fingers.	Use of right hand only and all 5 fingers.	Use of right hand only and all 5 fingers.	Use of right hand only and all 5 fingers.	Take a leading role in the ensemble.		Take a leading role in the ensemble.	
Assessment	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
Programme Music	Introduction	Own Story	Compose background music and character themes for your story.			Assessment	
Objectives	Understand Prgorgamme Music	Understand how elements of music combined can be used to tell a story	Use the elements of music to create character themes Use the elements of music to create background music Use major and minor to show happy/sad, good/bad				
Core Learning	<ul style="list-style-type: none"> -Introduction to Programme Music. -Listen and analysis of Carnival of the Animals. -Create own animal music. 	<ul style="list-style-type: none"> -Listen to Danse Macabre. -Look at the Elements of Music. -Write your own story. -Have at least two characters. Have a clear beginning, middle and end. 	<ul style="list-style-type: none"> -Introduction to Garage band. -Using instruments and Garage band compose music for your story. -Short repeated phrases for character themes. -Use of Major and Minor for the background music. -Exploration of different instrument sounds. 			Assessment Criteria: <ul style="list-style-type: none"> -Development of ideas for the background music. -Themes for your characters. -Music tells your story well. 	
Opportunity for Challenge	Take a leading role in your ensemble.	Take a leading role in your ensemble.	Take a leading role in your ensemble.			Take a leading role in your ensemble.	



Subject Long Term Plan Year 7

Assessment	Teacher, Peer and Self assessment.	Teacher, Peer and Self assessment.	Teacher, Peer and Self assessment.	Live and pre recorded performance.	
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Subject Long Term Plan Year 7

Justice 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	
Objectives	-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					
Core Learning	-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	
Opportunity for Challenge	Take a leading role in your ensemble.	Take a leading role in your ensemble.				Take a leading role in your ensemble.	
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					
Objectives	-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	
Core Learning	-Listen to Sea Shanty's -Using the elements of music write about what you hear -Learn to sing a Sea Shanty	-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				Assessment	



Subject Long Term Plan Year 7

Opportunity for Challenge	Write using key words about Sea Shanty's	Take a leading role in rehearsals to keep timing within the ensemble		
Assessment	Teacher feedback	Teacher/Pupil feedback	Assessment sheet and recording	

Subject Long Term Plan Year 7

Courage 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	
Objectives	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -Recap Bass Clef -Be able to play a Reggae Bass line confidently -Be able to play the bass line With correct timing and notes 	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -Understand key skills involved in ensemble performing -Understand how each section links together -Learn effective practice skills 		<ul style="list-style-type: none"> -Confidently play as part of an Ensemble -Perform with excellent timing -embed effective practice skills 	
Core Learning	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -Learn about the bass line to Three little birds by Bob Marley -Recap the notes of Bass clef. -Learn to play the bassline 	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -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 		Assessment Criteria: <ul style="list-style-type: none"> -Excellent timing as an ensemble -All parts of the song are included -Ensemble skills are really good. 	
Opportunity for Challenge			<ul style="list-style-type: none"> -Be able to put the bass line and chords together 	<ul style="list-style-type: none"> -Take a leading role in the ensemble 		<ul style="list-style-type: none"> -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	
Objectives	<ul style="list-style-type: none"> -Understand the key elements of Popular Music -Understand the journey of where popular music came from -Be able to identify these elements -Be able to compose your own pop song 	<ul style="list-style-type: none"> -Understand what makes a good Riff -Use Elements of Music to describe Riffs form several pieces -Compose your own Riff 	<ul style="list-style-type: none"> -Understand what makes good lyrics -Identify key elements to successful lyric writing 	<ul style="list-style-type: none"> -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 		<ul style="list-style-type: none"> -Confidently play as part of an Ensemble -Perform with excellent timing -Embed effective practice and compositional skills 	

Subject Long Term Plan Year 7

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