



Music

Through performance, composition and listening, we inspire students to develop creativity, confidence and musical understanding, enabling them to express themselves and connect with the world around them.

Key Stage 3 Long-Term Plan

Year 7

Year 8

Year 9

Autumn 1

Bassline Assessment/ Rhythm and Pulse
Key concepts:
Rhythm and Pulse: Assessed key skills of prior knowledge.
Basic rhythmic notation, pulse piece.
Elements of Music: Key terminology, music vocabulary.

Rhythm and Pulse
Key concepts –
Notation recap: rhythmic and pitch leading into basic music notation.
Introduction to polyrhythms, rhythm grids then transfer skills to writing rhythms in notation.
Exploring timbre through ensemble performances on percussive and tuned instruments – ensemble skills, reading music effectively.

Rhythm and Pulse
Key concepts -
Notation recap, polyrhythms, writing rhythms in notation form -
Performance of rhythms, reading music effectively. Exploring different musical timbres through performances pieces.

Autumn 1 Assessment:

Performance Task - % given using assessment criteria grid.
Performance task will be focus on the key concepts learnt across the unit. Extended writing tasks, knowledge organiser scores will be logged.

Students' progress will be assessed through short retrieval activities, in-class discussion performance task, performance task and ongoing monitoring of their work in books.

Science only (05/10/26-16/10/26)
Students' progress will be assessed through short retrieval activities, in-class discussion, performance task, and ongoing monitoring of their work in books.

Autumn 2	World Percussion Unit Key concepts - SMSC focus and cultural capital/ cultural acceptances, exploring rhythmic notation, ensemble work and introduction to vocal works.	The Blues Key Concepts - History of blues with detailed timelines for SMSC and wider knowledge, cross curricular study, performance skills of 12 bar blues, chords, piano skills, syncopated rhythms.	Reggae Key Concepts - History timeline/ key artists/ influential figures- Performance skills, syncopated rhythms, reading music notation effectively, performance skills on specific instruments. Listening and appraising questions – GCSE Comp 3 format.
Autumn 2 Assessment:	Students' progress will be assessed through short retrieval activities, in-class discussion, performance task and ongoing monitoring of their work in books.	Performance Task - % given using assessment criteria grid. Performance task will be focus on the key concepts learnt across the unit. Extended writing tasks, knowledge organiser scores will be logged.	Students' progress will be assessed through short retrieval activities, in-class discussion, performance task and ongoing monitoring of their work in books.
Spring 1	Introduction to Music Tech Key Concepts - Using Logic pro loops and music production to create tracks. Composing techniques and effects within the programme to compose	African Rhythms Key Concepts - Further exploration of syncopated rhythms, SMSC focus and cultural capital/ acceptance of wider world music and cultures. Leader skills	Dance Music Key Concepts - Exploring the historical timeline of Dance Music, right from Classical through to the modern. Performance of key dance elements.

	for a computer game – composing techniques, melody writing, musical elements and how they work together.	evolved through antiphony of Master drummer work, form and structure.	- Link to stonewall (PHSE). Tech – Using Logic Pro/ Sibelius to compose own disco/dance track. Use elements learnt in previous unit. Use GCSE Comp 2 format specification as a basis to assess and structure.
Spring 1 Assessment:	Students' progress will be assessed through short retrieval activities, in-class discussion, performance task and ongoing monitoring of their work in books.	Students' progress will be assessed through short retrieval activities, in-class discussion, performance task and ongoing monitoring of their work in books.	Performance Task - % given using assessment criteria grid. Performance task will be focus on the key concepts learnt across the unit. Extended writing tasks, knowledge organiser scores will be logged.
Spring 2	Keyboard Skills Key Concepts - Recap notation and pitch notation in order to read music effectively, performance skills, knowledge of elements, performer interpretation.	Film Music Key Concepts - Exploration of film genre. Leitmotifs, genre, performance skills, chords, elements of music and how they work together. Exploration practically through performance skills.	Music for Adverts Key Concepts - Exploring jingles, underscores, voiceovers. Focus on rhythmic composition, instrumentation and visual/aural links. This unit is both practical instrument based and developing composition through computer software.

			Listening and appraising questions – GCSE Comp 3 format.
Spring 2 Assessment:	Students' progress will be assessed through short retrieval activities, in-class discussion, performance task and ongoing monitoring of their work in books.	Performance Task - % given using assessment criteria grid. Performance task will be focus on the key concepts learnt across the unit. Extended writing tasks, knowledge organiser scores will be logged.	Students' progress will be assessed through short retrieval activities, in-class discussion, performance task and ongoing monitoring of their work in books.
Summer 1	Latin Rhythms Key Concepts - Further exploration of syncopated rhythms. Introduction of multi-layered performance with elements of keyboard skills, vocal, percussion all sequenced together into one performance task.	Film Music Continued Key Concepts - Using elements learnt in previous unit of leitmotifs to create the soundtrack for the James Bond "No Time to Die" trailer. Explore the tools available in Logic Pro – a development from the loops previously used.	Music For Special Occasions Key Concepts - Fanfares. Looking at historical context of fanfare, listening to examples, identifying how they are created for the purposes needed. Composition/ performance brief is to create a fanfare that could be played at the Olympics. Could use Logic Pro/ Sibelius to compose a piece to be used for specific occasion. – Understanding of form and structure, music elements, effects and techniques of the software, genre.

			Use GCSE Comp 2 format and set brief specification as a basis to assess and structure.
Summer 1 Assessment:	Performance Task - % given using assessment criteria grid. Performance task will be focus on the key concepts learnt across the unit. Extended writing tasks, knowledge organiser scores will be logged.	Students' progress will be assessed through short retrieval activities, in-class discussion, performance task and ongoing monitoring of their work in books.	Students' progress will be assessed through short retrieval activities, in-class discussion, performance task and ongoing monitoring of their work in books.
Summer 2	Musicals Key Concepts - Exploring themes/ character motifs, notation, harmony, story telling effectively. Thinking performance qualities together.	Hooks and Riffs Key Concepts - Exploration of riffs and hooks used in popular music. Plus looking to the technique of Ostinato from classical tradition. Basis built in this unit as to how these conventions work across variety of performance pieces.	What Makes A Good Song? Key Concepts - Genre recap, form and structure. 4 pillar of success referencing riffs, structure, melody, lyrics. Free composition based on ideas and techniques.
Summer 2 Assessment:	Students' progress will be assessed through short retrieval activities, in-class discussion, performance task and ongoing monitoring of their work in books. Milestone exam % will be logged. This will feature a mixture of	Students' progress will be assessed through short retrieval activities, in-class discussion, performance task and ongoing monitoring of their work in books. Milestone exam % will be logged.	Performance Task - % given using assessment criteria grid. Performance task will be focus on the key concepts learnt across the unit. Extended writing tasks, knowledge organiser scores will be logged.

	multiple choice, short answer, extended answer and listening questions with study from across the year.	This will feature a mixture of multiple choice, short answer, extended answer and listening questions with study from across the year and last year study.	Milestone exam % will be logged. This will feature a mixture of multiple choice, short answer, extended answer and listening questions with study from across the year and year 7 and 8 study.
What will a student know by the end of each year? Why?	By the end of Year 7, students will understand the basic elements of music, key musical vocabulary and fundamental music notation. They will be able to perform, compose and appraise simple pieces of music, using listening skills to identify musical features and communicate their ideas using appropriate terminology. Students will also begin to understand how musical structure contributes to effective performance and composition. Why? This provides the foundations for all future musical learning by developing confidence in performing, composing and	By the end of Year 8, students will build upon their understanding of music notation, the elements of music and musical vocabulary through increasingly challenging performance and composition tasks. They will be able to analyse music in greater depth, identify more complex melodic and rhythmic features and justify musical choices using appropriate terminology. Students will continue to develop their listening, appraisal and performance skills across a range of musical styles. Why? This deepens students' musical knowledge and understanding,	By the end of Year 9, students will confidently perform, compose and appraise music using secure knowledge of notation, musical elements, form and structure. They will understand how different sections of music work together to create an effective composition and will be able to analyse and evaluate musical works using accurate subject-specific vocabulary. Students will apply increasingly sophisticated listening, performance and compositional skills across a range of genres and styles. Why? This prepares students for further musical study by developing

	listening, while introducing the knowledge and skills needed for more advanced study.	allowing them to apply theoretical concepts more confidently while developing the technical and analytical skills required for progression into Year 9 and beyond.	independence, creativity and critical thinking, while ensuring they have a secure understanding of the theoretical and practical skills that underpin successful music-making.
Extra-Curricular Opportunities • Rehearsals • Evening Shows • Promotions of outside organizations within the department • Lunchtime clinics/ rehearsal spaces bookable • Assembly performances.			

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	Key Stage 4 Long-Term Plan	Year 10 Year 11

Autumn 1	Introduction to area of study 1: Forms and Devices with terminology as appropriate: binary, ternary and rondo forms repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/arpeggio, melodic and rhythmic motifs, simple chord progressions SOLO Performing - establishing standards and setting targets: first practical assessment Notating a simple melody Using ICT in the music department Appreciating and using the elements/ 'building blocks' Recapping the basics – aural, notational and listening skills Introduction to prepared extract Instrumentation, anacrusis, simple triple time, repeat marks, ornamentation, trill, conjunct movement, sequence, octaves, minuet and trio, G major, D major, chordal analysis (using Roman numerals), perfect cadence, imperfect cadence, modulation to dominant, dominant 7th, chromatic movement.	Revisit area of study 1: Forms and Devices (with more advanced topics and practical content) Variation form and strophic form in classical music Recognition of features of baroque, classical and romantic periods Revisit: imitation, pedal, canon, alberti bass and all harmonic features Revisit and revision: SET WORK. Exam techniques: hints and tips Building a vocabulary revision list Clarifying theoretical points. SOLO Performing – Rehearsal and feedback given to chosen performance pieces. Preparation for final recordings. Composition Two – Set brief released by exam board. Begin composition two – key concepts of composition revisited.
Autumn 1 Assessment:	Exam style listening questions.	Exam style listening questions.

	Solo performance – Student to prepare a solo performance for marking and feedback against the GCSE Eduqas mark scheme.	Solo performance – Student to prepare a solo performance for marking and feedback against the GCSE Eduqas mark scheme.
Autumn 2	Introduction to area of study 4: Popular Music, with terminology as appropriate: rock and pop styles (revisiting Blues from KS3) strophic form, 32 bar song form, verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros, backing tracks, improvisation Appraising - more challenging theoretical and aural work: primary and secondary chords, cadences, standard chord progressions, power chords, rhythmic devices such as syncopation, driving rhythms the relationship between melody and chords How to 'describe' a piece using the elements of musical language Introduction to prepared extract instrumentation, lead and backing vocals, strophic form, repetitive chord sequences, cadences (chordal analysis), solo, rhythmic features (triplets, syncopation, driving rhythms), walking bass, key change ENSEMBLE Performing - establishing standards and	Revisit area of study 4: Popular Music (with more advanced topic/class/practical content) Bhangra and fusion Loops, samples, panning, phasing, melismatic/syllabic Revisit Since You've Been Gone Exam techniques: hints and tips Building a vocabulary revision list Clarifying all relevant theoretical points more advanced topic/class/practical content): Polyphonic, layered, round, canon and countermelody Cover all styles not completed in year 10 SOLO Performing – FINAL RECORDING BEFORE CHRISTMAS. Composition Two – continuation of composition two.

	setting targets: first practical assessment	
Autumn 2 Assessment:	Exam style listening questions. Ensemble performance – Student to prepare a solo performance for marking and feedback against the GCSE Eduqas mark scheme.	Full mock paper – appraising listening paper. SOLO performance – final recording and marked against GCSE performing assessment grid.
Spring 1	Introduction to area of study 2: Music for Ensemble Performing in smaller ensembles; (e.g. chamber music, jazz, musical theatre etc.) as suited to learner interests (cover other topics in year 11). Composing using texture and sonority (chords and melody) including: Monophonic, homophonic, unison, chordal, melody and accompaniment, countermelody Introducing additional concepts of melody, harmony and tonality: inversions, dissonance, range, intervals, pentatonic, blue notes, modulations to relative major/minor SOLO Performing - establishing standards and setting targets: Second practical assessment Composition one – Free brief begins.	Revisit Film Music (with any further topics/content: Special effects, extreme dynamics and tempi, varying time signatures, other minimalistic techniques, chromatic and extended harmonies, use of pattern-work, sustained notes and polyphonic textures to vary the textures ENSEMBLE Performing – FINAL RECORDINGS Composition Two – continuation of composition two.
Spring 1 Assessment:	Exam style listening questions Solo performance – Student to prepare a solo	Exam style listening questions. ENSEMBLE performance – final recording and marked

	performance for marking and feedback against the GCSE Eduqas mark scheme.	against GCSE performing assessment grid.
Spring 2	Introduction to area of study 3: Film Music, with devices and terminology: Layering, further examples of imitation, chromatic movement and dissonance in harmonic work, leitmotifs, thematic transformation of ideas The relationship between the story and the music: choosing appropriate elements of music to represent characters and plot The effect of audience, time and place, and how to achieve this through use of the musical elements Use of sonority, texture and dynamics to create a mood How to achieve contrasts and develop initial ideas when composing ENSEMBLE Performing - establishing standards and setting targets: Second practical assessment Composition one – Free brief continues.	Performing – Complete all paperwork. Catchup time if required for any performances. Compositions– completion of composition two and revisit composition one if required. All paperwork completed.
Spring 1 Assessment:	Exam style listening questions Ensemble performance – Student to prepare a solo performance for marking and feedback against the GCSE Eduqas mark scheme.	Exam style listening questions Coursework marking – grade submitted to exam board and given to students.

Summer 1	Revisit all topics from year 10 using different pieces as listening and performing examples Complete free composition project (of choice) and submit Continue to build aural skills through frequent practice. Performing practice- establishing standards and setting targets: Composition one – Free brief continues.	Revision of all set works. Listening practice and final examination. Ensure the specification content is fully covered Practice wider listening. Submission of composing and performing coursework for moderation (by 5th May).
Summer 1 Assessment:	Exam style listening questions	Summer GCSE exam paper.
Summer 2	Revisit all topics from year 10 using different pieces as listening and performing examples Complete free composition project (of choice) and submit Continue to build aural skills through frequent practice. Preparation for mock examination. Performing practice- establishing standards and setting targets: Composition one – 1st draft completed.	
Summer 2	Full mock paper – appraising listening paper.	

Assessment:		
What will a student know by the end of each year? Why?	By the end of Year 10, students will understand the key musical knowledge required by the GCSE specification, including the Areas of Study and set works prescribed by the exam board. They will develop their performing, composing and listening skills, gaining an understanding of a range of musical genres, styles and cultural traditions. Students will also develop solo and ensemble performance skills, applying effective rehearsal and preparation techniques. Why? This provides students with the knowledge, understanding and practical skills required for GCSE Music, establishing strong foundations for the completion of coursework and final examination preparation in Year 11.	By the end of Year 11, students will have consolidated their understanding of the set works, Areas of Study and key musical concepts required for the GCSE qualification. They will be able to analyse and appraise music confidently, perform as both soloists and ensemble musicians, and produce completed compositions that demonstrate their musical understanding and creativity. Why? This ensures students are fully prepared to complete their GCSE coursework and examinations, while developing the musical knowledge, performance skills and critical understanding needed for further study and lifelong engagement with music.
Extra-Curricular Opportunities • Rehearsals • Evening Shows • Promotions of outside organizations within the department • Lunchtime clinics/ rehearsal spaces bookable • Assembly performances. • Timetabled intervention's after school weekly offered to all students.		