



## Music 5 Year Subject Plan

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p><b><u>Unit 1 - The Elements Of Music</u></b></p> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>To sing, as a class and in small groups, a variety of songs.</li> <li>To play simple, well known pieces on keyboard by ear.</li> <li>To perform compositions to the class.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>To use a well-known melody and then change it using the elements of music (DR SMITH).</li> </ul> <p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>Listening to unknown pieces of music and talking about them using DR SMITH.</li> <li>Listening to their own work and the work of others and comment/assess.</li> </ul>	<p><b><u>Unit 2 - Rhythm</u></b></p> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>To sing, as a class and in small groups, a variety of songs.</li> <li>To play Djembes as a whole class and in small groups.</li> <li>To perform compositions to the class.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>To create own Djembe piece as a small group.</li> </ul> <p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>Listening to unknown pieces of music and talking about them using DR SMITH</li> <li>Listening to their own work and the work of others and commenting/assessing.</li> </ul>	<p><b><u>Unit 3 - The Elements Of Music</u></b></p> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>To sing, as a class and in small groups, a variety of songs.</li> <li>To play more complex pieces on keyboard, using both hands.</li> <li>To perform compositions to the class</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>To create an improvisation.</li> </ul> <p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>Listening to unknown pieces of music and talking about them using DR SMITH</li> <li>Listening to their own work and the work of others and commenting/assessing.</li> </ul>	N/A	N/A	N/A
Assessments	Performance marked out of 10 Composition marked out of 10 Project marked out of 20.	Performance marked out of 10 Composition marked out of 10 Project marked out of 20.	Performance marked out of 10 Composition marked out of 10 Project marked out of 20.		.	
8	<p><b><u>Unit 1 - Blues</u></b></p> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>To sing, as a class and in small groups, a variety of songs based on the Blues Chord Sequence.</li> <li>To perform the Blues Chord Sequence and Blues Scale on keyboard, bass guitar and guitar.</li> <li>Blues pieces on keyboard.</li> <li>4 beat rhythm pattern on drum kit.</li> </ul>	<p><b><u>Unit 2 - Reggae</u></b></p> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>To sing, as a class and in small groups, a variety of songs based on the Reggae</li> <li>To perform chords using the Reggae pattern.</li> <li>To create performances of well-known Reggae songs using keyboard, bass guitar, guitar and drum kit</li> </ul>	<p><b><u>Unit 3 – Popular Music</u></b></p> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>To sing, as a class and in small groups, a variety of songs.</li> <li>To perform Chord Sequences on keyboard, bass guitar and guitar.</li> <li>More complex beat rhythm pattern on drum kit.</li> </ul> <p><b>Composing</b></p>			

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	<p><b>Composing</b></p> <ul style="list-style-type: none"> <li>To create improvisations based on the Blues Scale.</li> <li>To create a Song in the style of Blues.</li> </ul> <p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>Listening to unknown pieces of music and talking about them using DR SMITH.</li> <li>Listen to Blues pieces and comment on the features.</li> <li>Listening to their own work and the work of others and comment/assess.</li> </ul>	<p><b>Composing</b> N/A</p> <p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>Listening to unknown pieces of music and talking about them using DR SMITH.</li> <li>Listen to Reggae songs and comment on the features.</li> <li>Listening to their own work and the work of others and comment/assess.</li> </ul>	<ul style="list-style-type: none"> <li>Opportunity to create arrangements of popular songs.</li> <li>Opportunity to compose own pop song.</li> </ul> <p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>Listening to unknown pieces of music and talking about them using DR SMITH.</li> <li>Listen to pop songs and work out structure and other features.</li> <li>Listening to their own work and the work of others and comment/assess.</li> </ul>			
Assessments	Performance marked out of 10 Composition marked out of 10 Project marked out of 20.	Performance marked out of 10 Listening marked out of 10 Project marked out of 20.	Performance marked out of 10 Composition marked out of 10 Project marked out of 20.			
9	<p><b><u>Unit 1 – Miss Chapman’s Choice</u></b></p> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>To participate in workshops in keyboard, guitar, bass guitar and drum kit.</li> <li>To perform a variety of songs in different genres given by the teacher.</li> <li>To perform with a variety of students as directed by the teacher.</li> <li>To perform in a classroom concert.</li> <li>To locate simple notes and chords on the instrument of their choice.</li> <li>To experiment with different chord/rhythm patterns.</li> </ul> <p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>Listening to unknown pieces of music and</li> </ul>	<p><b><u>Unit 2 – Christmas Concert</u></b></p> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>To participate in workshops in keyboard, guitar, bass guitar and drum kit, increasing on skills.</li> <li>To perform a variety of songs in different genres working towards a Christmas event (5 – 8 minutes).</li> <li>To perform with a variety of students.</li> <li>To be able to locate more difficult notes and chords on the instrument of their choice.</li> <li>To perform with growing confidence at a Christmas event.</li> </ul> <p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>Listening to unknown pieces of music and</li> </ul>	<p><b><u>Unit 3 – Colour</u></b></p> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>To participate in workshops in keyboard, guitar, bass guitar and drum kit, increasing on skills.</li> <li>To perform a variety of songs in different genres which have a ‘Colour’ theme.</li> <li>To perform with a variety of students.</li> <li>To understand how to create an effective cover version of a popular song.</li> <li>To perform confidently in a classroom concert.</li> </ul> <p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>Listening to unknown pieces of music and talking about them using DR SMITH.</li> <li>To listen to pieces of music and be able to</li> </ul>	<p><b><u>Unit 4 - Travel</u></b></p> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>To participate in workshops in keyboard, guitar, bass guitar and drum kit, increasing on skills.</li> <li>To understand why and how to transpose music into a different key.</li> <li>To perform a variety of songs in different genres which have a ‘Travel’ theme.</li> <li>To perform with a variety of students.</li> <li>To perform confidently in a lunchtime concert (5 – 8 minutes).</li> </ul> <p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>Listening to unknown pieces of music and talking about them using DR SMITH.</li> </ul>	<p><b><u>Unit 5 – Summer Festival</u></b></p> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>To participate in workshops in keyboard, guitar, bass guitar and drum kit, increasing on skills.</li> <li>To perform a variety of songs in different genres working towards a Summer Festival</li> <li>To perform with a variety of students.</li> <li>To perform in a confidently classroom concert.</li> </ul> <p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>Listening to unknown pieces of music and talking about them using DR SMITH.</li> <li>To listen to pieces of music and be able to recognise features and</li> </ul>	<p><b><u>Unit 6 – Summer Festival</u></b></p> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>To participate in workshops in keyboard, guitar, bass guitar and drum kit, increasing on skills.</li> <li>To perform a variety of songs in different genres working towards a Summer Festival</li> <li>To perform with a variety of students.</li> <li>To perform in a Summer Festival event (10 – 12 minutes).</li> </ul> <p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>Listening to unknown pieces of music and talking about them using DR SMITH.</li> <li>To listen to pieces of music and be able to recognise features and</li> </ul>

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	<p>talking about them using DR SMITH.</p> <ul style="list-style-type: none"> <li>To listen to pieces of music and be able to recognise features and then use these to create a performance.</li> <li>Listening to their own work and the work of others and comment/assess.</li> </ul>	<p>talking about them using DR SMITH.</p> <ul style="list-style-type: none"> <li>To listen to pieces of music and be able to recognise features and then use these to create a performance.</li> <li>Listening to their own work and the work of others and comment/assess.</li> </ul>	<p>recognise features and then use these to create a performance.</p> <ul style="list-style-type: none"> <li>Listening to their own work and the work of others and comment/assess.</li> </ul>	<ul style="list-style-type: none"> <li>To listen to pieces of music and be able to recognise features and then use these to create a performance.</li> <li>Listening to their own work and the work of others and comment/assess.</li> </ul>	<p>then use these to create a performance.</p> <ul style="list-style-type: none"> <li>Listening to their own work and the work of others and comment/assess.</li> </ul>	<p>then use these to create a performance.</p> <ul style="list-style-type: none"> <li>Listening to their own work and the work of others and comment/assess.</li> </ul>
Assessments	Performances - P/M/D Rehearsal logs - P/M/D Homework – P/M/D	Performances - P/M/D Rehearsal logs - P/M/D Homework – P/M/D	Performances - P/M/D Rehearsal logs - P/M/D Homework – P/M/D	Performances - P/M/D Rehearsal logs - P/M/D Homework – P/M/D	Performances - P/M/D Rehearsal logs - P/M/D Homework – P/M/D	Performances - P/M/D Rehearsal logs - P/M/D Homework – P/M/D
10	<p><b><u>Unit 1 – Music of the 1950s</u></b></p> <p><b><u>Performing</u></b></p> <ul style="list-style-type: none"> <li>To have an understanding of music and culture from the 1950s.</li> <li>To perform an 8 - 10 minute set of 1950s songs.</li> <li>To perform with a variety of students.</li> <li>To perform in a classroom concert.</li> </ul> <p><b><u>Appraising</u></b></p> <ul style="list-style-type: none"> <li>Listening to unknown pieces of music and talking about them using DR SMITH.</li> <li>To listen to pieces of music and be able to recognise features and then use these to create a performance.</li> <li>Listening to their own work and the work of others and comment/assess.</li> </ul>	<p><b><u>Unit 1 – Music of the 1960s</u></b></p> <p><b><u>Performing</u></b></p> <ul style="list-style-type: none"> <li>To have an understanding of music and culture from the 1960s.</li> <li>To perform an 8 - 10 minute set of 1950s songs.</li> <li>To perform with a variety of students.</li> <li>To perform in a classroom concert.</li> </ul> <p><b><u>Appraising</u></b></p> <ul style="list-style-type: none"> <li>Listening to unknown pieces of music and talking about them using DR SMITH.</li> <li>To listen to pieces of music and be able to recognise features and then use these to create a performance.</li> <li>Listening to their own work and the work of others and comment/assess.</li> </ul>	<p><b><u>Unit 1 – Music of the 1970s</u></b></p> <p><b><u>Performing</u></b></p> <ul style="list-style-type: none"> <li>To have an understanding of music and culture from the 1970s.</li> <li>To perform an 8 - 10 minute set of 1970s songs.</li> <li>To perform with a variety of students.</li> <li>To perform in a classroom concert.</li> </ul> <p><b><u>Appraising</u></b></p> <ul style="list-style-type: none"> <li>Listening to unknown pieces of music and talking about them using DR SMITH.</li> <li>To listen to pieces of music and be able to recognise features and then use these to create a performance.</li> <li>Listening to their own work and the work of others and comment/assess.</li> </ul>	<p><b><u>Unit 1 – Music of the 1980s</u></b></p> <p><b><u>Performing</u></b></p> <ul style="list-style-type: none"> <li>To have an understanding of music and culture from the 1980s.</li> <li>To perform an 8 - 10 minute set of 1980s songs.</li> <li>To perform with a variety of students.</li> <li>To perform in a classroom concert.</li> </ul> <p><b><u>Appraising</u></b></p> <ul style="list-style-type: none"> <li>Listening to unknown pieces of music and talking about them using DR SMITH.</li> <li>To listen to pieces of music and be able to recognise features and then use these to create a performance.</li> <li>Listening to their own work and the work of others and comment/assess.</li> </ul>	<p><b><u>Unit 1 – Music of the 1990s</u></b></p> <p><b><u>Performing</u></b></p> <ul style="list-style-type: none"> <li>To have an understanding of music and culture from the 1990s.</li> <li>To perform an 8 - 10 minute set of 1990s songs.</li> <li>To perform with a variety of students.</li> <li>To perform in a classroom concert.</li> </ul> <p><b><u>Appraising</u></b></p> <ul style="list-style-type: none"> <li>Listening to unknown pieces of music and talking about them using DR SMITH.</li> <li>To listen to pieces of music and be able to recognise features and then use these to create a performance.</li> <li>Listening to their own work and the work of others and comment/assess.</li> </ul>	<p><b><u>Unit 1 – Music of the 2000s</u></b></p> <p><b><u>Performing</u></b></p> <ul style="list-style-type: none"> <li>To have an understanding of music and culture from the 2000s.</li> <li>To perform an 8 - 10 minute set of 2000s songs.</li> <li>To perform with a variety of students.</li> <li>To perform in a classroom concert.</li> </ul> <p><b><u>Appraising</u></b></p> <ul style="list-style-type: none"> <li>Listening to unknown pieces of music and talking about them using DR SMITH.</li> <li>To listen to pieces of music and be able to recognise features and then use these to create a performance.</li> <li>Listening to their own work and the work of others and comment/assess.</li> </ul>

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Assessments	Performances - P/M/D Rehearsal logs - P/M/D Homework – P/M/D	Performances - P/M/D Rehearsal logs - P/M/D Homework – P/M/D	Performances - P/M/D Rehearsal logs - P/M/D Homework – P/M/D	Performances - P/M/D Rehearsal logs - P/M/D Homework – P/M/D	Performances - P/M/D Rehearsal logs - P/M/D Homework – P/M/D	Performances - P/M/D Rehearsal logs - P/M/D Homework – P/M/D
11	<p><b><u>Unit 231 – Listening to Music</u></b></p> <p><b><u>Appraising</u></b></p> <ul style="list-style-type: none"> <li>Students will listen to two unfamiliar pieces and then complete the assessment for this unit.</li> </ul>	<p><b><u>Unit *** - Rehearsal Skills</u></b></p> <p><b><u>Performing</u></b></p> <ul style="list-style-type: none"> <li>Students will rehearse pieces and complete the assessment for this unit.</li> </ul>	<p><b><u>Unit 230 – Music Performance (Externally Assessed)</u></b></p> <p><b><u>Performing</u></b></p> <ul style="list-style-type: none"> <li>Upon receiving the Performance brief from RSL, students will rehearse, perform and evaluate, completing the assessment for this unit.</li> </ul>	<p><b><u>Unit 230 – Music Performance (Externally Assessed)</u></b></p> <p><b><u>Performing</u></b></p> <ul style="list-style-type: none"> <li>Upon receiving the Performance brief from RSL, students will rehearse, perform and evaluate, completing the assessment for this unit.</li> </ul>	Resubmissions if needed.	N/A
Assessments	Written response (P/M/D) 20% of course	Video and written response (P/M/D) 40% of course	Video and written response (P/M/D) 40% of course (Externally marked)	Video and written response (P/M/D) 40% of course (Externally marked)		