

St Thomas More RC College



Long-Term Plan

		Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Year 7	Topics to be covered:	Choral Music Identifying the elements of music through vocal activities designed to give learners a basic knowledge to introduce the music curriculum.		Pitch Discovering the basics of pitch through performance and composition of keyboard riffs.		Rhythm Learning about the basics of rhythm and how to read, perform and compose Samba music.	
	Skills to be developed:	Performance <ul style="list-style-type: none"> Performing in canon Demonstrating counter melodies Developing harmony through solfege and Kodaly Theory <ul style="list-style-type: none"> Understanding how to describe a melody Identifying a variety of musical elements. 		Performance <ul style="list-style-type: none"> Performing a variety of riffs on the keyboard Using 2 hands to perform complex pieces Identify the notes on the keyboard Theory <ul style="list-style-type: none"> Reading pitches Reading rhythms Identifying bars Understanding the treble clef. 		Composition Demonstrating an understanding of the following Samba conventions through composition: <ul style="list-style-type: none"> Call and response Polyrhythms Improvisation Solos Canon Structure Theory <ul style="list-style-type: none"> Identifying a variety of rhythmic devices Identifying a variety of musical elements. 	
	Key assessments taking place:	Individual vocal assessments that allow pupils to demonstrate the musical elements they have learned.		Individual assessment on the keyboard.		Small group practical assessment on the Samba drums.	

		Unit 1	Unit 2	Unit 3
Non Specialist Teaching Units	Topics to be covered:	Composing Rhythms Using Sibelius to compose drum beats appropriate for a pop song.	Writing a Melody Using Sibelius to compose a melody line appropriate for a concerto.	Computer Game Music Using Sibelius to compose music suitable for a computer game.
	Skills to be developed:	Composition <ul style="list-style-type: none"> • Understand common rhythmic devices • Apply simple rhythmic devices • Compose music within a given structure • Use pop music conventions to compose appropriately Theory <ul style="list-style-type: none"> • Reading pitch • Reading rhythm • Identifying a variety of appropriate compositional devices • Identifying a variety of appropriate musical elements. 	Composition <ul style="list-style-type: none"> • Understand common melodic devices • Apply simple melodic devices • Compose music within a given structure • Use concerto conventions to compose appropriately • Apply knowledge of theme and variation Theory <ul style="list-style-type: none"> • Reading pitch • Reading rhythm • Identifying a variety of appropriate compositional devices • Identifying a variety of appropriate musical elements. 	Composition <ul style="list-style-type: none"> • Using features of minimalism to compose music suitable to accompany a retro computer game Theory <ul style="list-style-type: none"> • Reading pitch • Reading rhythm • Identifying a variety of appropriate compositional devices • Identifying a variety of appropriate musical elements.
	Key assessments taking place:	Paired assessments that allow pupils to demonstrate the musical elements and compositional devices they have learned by submitting their composition.	Paired assessments that allow pupils to demonstrate the musical elements and compositional devices they have learned by submitting their composition.	Paired assessments that allow pupils to demonstrate the musical elements and compositional devices they have learned by submitting their composition.

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Year 8	Topics to be covered:	Chords and Melody Learners will study the history and key features of Blues music.	Structure and Form Using compositional software to create a piece of music in popular song form.	Harmony and Tonality Listening to and performing pieces of music that use traditional western harmony based around 3 primary chords.		Fusion Learn to perform a piece of reggae music by a solo artist using key compositional devices from this genre.	
	Skills to be developed:	Composition <ul style="list-style-type: none"> • Compose a melody to accompany the chords using the blues scale • Develop a melody using different compositional devices • Add harmonic accompaniment to compliment the key signature Theory <ul style="list-style-type: none"> • Reading pitches • Reading rhythms • Understanding the roles of the bass and treble clef • Identifying melodic devices • Identifying compositional devices. 	Composition <ul style="list-style-type: none"> • Compose a chord sequence using the scale of C major or A minor • Compose a melody using different compositional devices • Develop a melody using different compositional devices Theory <ul style="list-style-type: none"> • Reading pitches • Reading rhythms • Understanding chord formation using key signatures • Identifying melodic devices • Identifying compositional devices. 	Performance <ul style="list-style-type: none"> • Learn to perform a song on a variety of band instruments • Move through graded pieces to improve instrumental skills Theory <ul style="list-style-type: none"> • Reading pitches • Reading rhythms • Identifying musical elements through listening. 		Performance <ul style="list-style-type: none"> • Learn to perform a reggae song on a variety of band instruments Theory <ul style="list-style-type: none"> • Reading pitches • Reading rhythms • Identifying musical elements through listening. 	
	Key assessments taking place:	Submission of a composition on Sibelius using compositional devices and melodic development.	Submission of a composition on BandLab using compositional devices and demonstrating development.	Students will learn to play a song on the drums, guitar, bass, piano and sing. They will be assessed on each of these disciplines individually and then put into bands to perform their strongest instruments as a band/group.		Students will learn to play a reggae song on the drums, guitar, bass, piano and sing. They will be assessed on each of these disciplines individually and then put into bands to perform their strongest instruments as a band/group.	

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Year 9	Topics to be covered:	Performance and Lyric Writing Focussing on ostinatos and lyric writing, students will compose a piece of Hip Hop music on their chosen instruments in small groups.		Texture and Melody Composing a piece of dance music using BandLab, focussing on texture and melody.		Dynamics and Timbre Using a variety of musical features and compositional devices to compose music suitable for a film in binary form.	
	Skills to be developed:	Performance <ul style="list-style-type: none"> Perform rhythmic and melodic ostinatos on a variety of instruments Perform lyrics that have been composed Composition <ul style="list-style-type: none"> Compose lyrics Theory <ul style="list-style-type: none"> Reading rhythms Reading pitches Compositional devices Identifying a variety of musical elements. 		Composition <ul style="list-style-type: none"> Use appropriate compositional devices to produce a piece of dance music Compose a piece of music with several layers that demonstrate a variety of musical textures Using compositional devices, compose a variety of distinct melodies Learn about technological conventions to aid composition Theory <ul style="list-style-type: none"> Identifying technological devices Identifying compositional devices Identifying a variety of musical elements. 		Composition <ul style="list-style-type: none"> Compose music to represent the juxtaposition of a calm and rough sea Using appropriate compositional devices, compose a melody and accompaniment Use dynamics to highlight different statuses of the sea Compose using appropriate instruments, changing these between sections Theory <ul style="list-style-type: none"> Reading rhythms Reading pitches Applying appropriate compositional devices including the use of dynamics Understanding how to transpose to the relative minor Identifying a variety of musical elements. 	
	Key assessments taking place:	Students will learn and be assessed on performing all instrumental ostinatos and will then compose lyrics to fit the music.		Learners will be assessed on their ability to compose a piece of dance music using appropriate compositional devices.		Assessment of compositional devices and the use of juxtaposition within a piece of film music.	

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Year 10	Topics to be covered:	AOS1 and AOS4 <ul style="list-style-type: none"> Learners will write their first GCSE composition using resources designed to support different aspects of creating your own song Pupils will study Film Music and its conventions. 		AOS2 and AOS1 (continued) <ul style="list-style-type: none"> Learners will continue writing their first GCSE composition using resources designed to support different aspects of creating your own song Pupils will study the Concerto Through Time and its conventions. 		AOS3 and Performance <ul style="list-style-type: none"> Learners will work on their solo and ensemble performances in preparation for a showcase Pupils will study Rhythms of the World and its conventions. 	
	Skills to be developed:	Composition <ul style="list-style-type: none"> Writing a melody Composing a successful accompaniment Incorporating a variety of musical elements and compositional devices Understanding structure and how to implement different ideas Theory <ul style="list-style-type: none"> Understanding and identifying musical devices within the different genres belonging to the Film Music area of study. 		Composition (continued) <ul style="list-style-type: none"> Writing a melody Composing a successful accompaniment Incorporating a variety of musical elements and compositional devices Understanding structure and how to implement different ideas Theory <ul style="list-style-type: none"> Understanding and identifying musical devices within the different genres belonging to the Concerto Through Time area of study. 		Performance Focussing on: <ul style="list-style-type: none"> Accuracy and fluency Technical control Expression Confidence and awareness of other performers Theory <ul style="list-style-type: none"> Understanding and identifying musical devices within the different genres belonging to the Concerto Through Time area of study. 	
	Key assessments taking place:	<ul style="list-style-type: none"> GCSE listening paper (AO4S Film Music) GCSE composition practical assessment under examination conditions. 		<ul style="list-style-type: none"> GCSE listening paper (AOS2 The Concerto Through Time) GCSE composition practical assessment under examination conditions. 		<ul style="list-style-type: none"> GCSE listening paper (AOS3 Rhythms of the World) GCSE performance practical practice assessment. 	

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Year 11	Topics to be covered:	OCR Set Brief Composition and AOS5 <ul style="list-style-type: none"> Learners will write their second GCSE composition using the OCR set brief Pupils will study Conventions of Pop and its conventions. 		OCR Set Brief Composition and AOS2, 3, 4 and 5 <ul style="list-style-type: none"> Learners will continue to write their second GCSE composition using the OCR set brief Pupils will revise all previous areas of study. 			
	Skills to be developed:	Composition <ul style="list-style-type: none"> Writing a melody Composing a successful accompaniment Incorporating a variety of musical elements and compositional devices Understanding structure and how to implement different ideas Theory <ul style="list-style-type: none"> Understanding and identifying musical devices within the different genres belonging to the Conventions of Pop area of study. 		Composition (continued) <ul style="list-style-type: none"> Writing a melody Composing a successful accompaniment Incorporating a variety of musical elements and compositional devices Understanding structure and how to implement different ideas Theory <ul style="list-style-type: none"> Understanding and identifying musical devices within the different genres belonging to all areas of study covered in the listening examination. 			
	Key assessments taking place:	<ul style="list-style-type: none"> GCSE listening paper (AOS Conventions of Pop) GCSE composition practical assessment under examination conditions. 		<ul style="list-style-type: none"> GCSE listening paper GCSE composition practical assessment under examination conditions. 			

<p>How do you ensure that the scheme of work meets the needs of pupils, as well as statutory and curriculum requirements?</p>	<p>Intent: Look at KS2 baseline to determine prior learning and look to KS4 outcomes and plan for the difference to bridge gaps. Implementation: Do now tasks that focus on the development of music theory to support practical application. Look at a range of genres and composers from different times and cultures including historical examples and contemporary examples. Look at how music can be used as a career. Home learning encourages students to listen to a variety of music styles and improve their listening skills. All SOL include a range of skills which include all the formal elements and using a range of instruments, skills and processes. Impact: Ideally, the learning that takes place at KS3 directly prepares students to work independently at KS4 including experience of composition, performing and listening, experiment with a variety of compositional, performance and musical devices and skills.</p>
<p>What methods do you use to ensure that pupils are able to transfer key knowledge from the subject curriculum to their long-term memory?</p>	<p>Starter Tasks KS3: Students complete a 5 minute task that is aimed to improve music theory knowledge in preparation for the application of that skill. KS4: Students complete a 10 minute knowledge recap of a topic. Students answer as many questions as possible and then complete the gaps in purple pen. Each AOS has up to 7 recap sheets and these will be completed several times throughout the course. Main Tasks KS3: These practical tasks follow the Mastery idea and students are only able to move on once they have mastered a particular skill. KS4: Students constantly review musical features and compositional devices whilst composing to embed the theory they have been learning during the starter tasks. Plenary and Assessment KS3: Assessment occurs every lesson and children are encouraged to peer assess using the success criteria, using key musical language appropriately. At the end of the lesson students write a sentence consolidating their learning at the end of every lesson. KS4: Students regularly peer assess each other and use advanced musical terms and apply these to other compositions.</p>
<p>How do you monitor the quality and effectiveness of teaching delivered in the department?</p>	<p>Work scrutiny, lesson observations, sharing good practice, SOL and PowerPoint resources, curriculum meetings, performances every half term, use of social media to share quality work.</p>
<p>How do you ensure that pupils are able to read at an age-appropriate level?</p>	<p>ERIC is used when appropriate. KS3 students are given a variety of home learning tasks that use age-appropriate language to build up pupils' knowledge of musical key terms in preparation for GCSE questions. Students are given simplified GCSE questions in year 7 that gradually become more challenging. KS4 students are regularly set more challenging GCSE questions for home learning.</p>
<p>How do teachers use assessments to check pupils' understanding to</p>	<p>KS3: Radial diagrams are used every lesson to help students improve independently. This is coupled with a success criteria grid and forms the main objectives for a scheme of learning. 1 to 1 teacher assessment is used every lesson to guide and direct pupils to</p>

<p>inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts?</p>	<p>improve and achieve the more challenging tasks. Peer assessment is used to help students understand the success criteria for each unit of work. Half way through a unit students books are marked to check they understand the starter tasks, key words and are using success criteria appropriately in their lesson evaluation. At the end of a unit, students are assessed by the teacher and given a grade. Students are also peer assessed during this lesson. All of these approaches support students in achieving a well rounded experience in music, focussing on a variety of skills and knowledge that students are able to memorise and then apply to a variety of different assessments and projects.</p>
<p>What teaching strategies have been developed to increase pupil engagement within the subject?</p>	<p>Do now tasks settle students quickly and provide a way to express expectations within the classroom. SOL based around music that students find interesting, mixed in with a variety of genres and historical periods to develop understanding of context and how features have developed over time. Tasks to foster independence allows the teacher to spend an equal amount of time with each pupil, encouraging and moving them forward. In class rewards such as postcards, more points and positive phone calls home support a competitive atmosphere. Positive praise is used where appropriate. Pupil voice is helpful when future planning. Home learning tasks are short and include a variety of musical styles that students enjoy listening to. Students are able to use the music rooms and instruments at break and lunch time and this is strongly encouraged; students can use the computers or sheet music provided to compose or perform. Peripatetic lessons are available on every instrument and our team of teachers follow a routine set by the head of music. Regular performances occur for our choir and orchestra. Students also go on trips and perform with Tameside music service on a regular basis; last year some students went to Paris on a tour, for example. We are part of the NOFA program and schools are able to learn complex pieces of music and perform them in front of an invited audience at venues across the country with professional musicians from the BBC. We currently have an orchestra, 2 choirs, a rock band and a string group that meet and perform regularly at events hosted by external providers.</p>
<p>How have you increased independent learning within the subject?</p>	<p>Radial Diagrams: Teachers will mark these as often as possible to encourage students to improve independently. These are linked to success criteria.</p> <p>Success Criteria: The format used for success criteria enables students to move up each step independently.</p> <p>Starter Tasks: Students are given bespoke booklets that include everything they will need to know for their age group. Each starter tasks encourages independence by providing students with ways to look up information for themselves in the glossary at the back of their books.</p> <p>Teaching and Learning: Students are given advice on how to work independently from the teacher. Students are encouraged and given strategies to enable them to work independently such as music reading, understanding different forms of notation, step by step guides when using software and finger positions when performing. Independence is built into the curriculum for practical tasks to enable students to move on independently and achieve the higher grades.</p>
<p>What CPD has been undertaken to enable teachers to use questions and discussions to promote learning?</p>	<p>Teaching and learning bulletin Tameside hub meetings Music teacher Facebook groups Networking</p>

	NPQML
Do teachers in your subject area have expert knowledge? If not, what are you doing to address gaps in knowledge?	Teacher Facebook groups Online moderation across schools nationally Networking Tameside hub meetings Close contact with Tameside Music Service Video tutorials to support non specialists teaching music Regular meetings, moderation sessions and exemplar work shared amongst music teachers