



MacIntyre Academies
Quest Academy

Long Term Music Plans 2022 – 2023

KS3							
Years 6 - 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	7 weeks	7 weeks	7 weeks	5 weeks	6 weeks	8 weeks	
	Overview:	TOPIC COVERAGE:			Objectives:		
	<p>Years 6 - 9 Music</p> <p>Autumn 2 – Engage learners by encouraging them to listen to a selection of percussive instruments and ask them to imagine how they sound and create their own symbols</p> <p>Explain they will create their own patterns of sound which can be played either by themselves, their peers or their teacher</p> <p>Spring 1 – Hook learners by discussing their favourite artists – explain that we will be creating our own song as a group. There will be different roles to consider and we need to pick the right learners for each job</p> <p>Spring 2 –Begin topic with karaoke – some learners will be keen to take part. Those who do not feel comfortable performing may prefer to assist with the technical elements of set up, quality of sound and pack down</p> <p>Summer 1 – Watch some clips of performances and stage set ups to give the learners an idea of which</p>	Autumn					
		Autumn 1	Autumn 2				
			Topic – Engaging with music				
			Listening Instrumentation Simple Musical terms/language Participation in simple musical practice			<p>Autumn</p> <ul style="list-style-type: none"> I can name a variety of musical instruments and their musical families I can listen to different instruments to identify and describe their sounds I can wait my turn and respect others during practical tasks I can use my creativity to imagine how sounds might look I can create my own sequence of musical sounds I can follow a familiar pattern of sounds I can state a range of musical terms 	
		Spring					
		Spring 1	Spring 2				
		Topic – Music appreciation	Topic –Music composition				
Genres and preference Music and emotion Music and the media Song structure Lyricism Participation in simple musical practice		Collaboration Lyrics and music Musical practice Musical performance (informal)			<p>Spring</p> <ul style="list-style-type: none"> I can listen to a variety of musical pieces and offer a personal preference. I can listen to a variety of musical pieces and identify emotions or feelings each piece provokes I can identify music and visuals which complement one another I can state the key elements of a song or piece of music I can follow the lyrics of a song in time with the music I can sing along to the lyrics of a familiar song in time with the music I can describe a range of musical terms 		
Summer							
Summer 1		Summer 2					
Topic – Music composition and performance	Topic - Music composition and performance						
Composition key elements Performance key elements Simple song writing techniques Musical practice Musical performance (informal).	Simple song writing techniques Musical practice Musical performance (to an audience)			<p>Summer</p> <ul style="list-style-type: none"> I can show an understanding the importance of discussion and compromise when collaborating with others I can identify my strengths when working with others I can appreciate the strengths of others during collaboration I can work well with others to create a piece of music 			

	<p>roles they may like to try for performing their song</p> <p>Summer 2 – Play the learners a simple piece of music on the guitar and ask them to think about putting lyrics to accompany the melody by playing “finish the lyrics”.</p>			<ul style="list-style-type: none"> • I can participate in the creative process to create a piece of music • I can participate in discussions and find solutions when necessary in order to plan a performance • I can participate in the making of creative decisions • I can demonstrate a range of musical techniques/dynamics • I can perform in a group in front of an audience or assist with the technical elements of sound and performance
--	--	--	--	---

KS4								
Years 10 - 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
	7 weeks	7 weeks	7 weeks	5 weeks	6 weeks	8 weeks		
	Overview:	TOPIC COVERAGE:				Objectives:		
	<p style="text-align: center;">Years 10 - 11 Music</p> <p>Autumn 2 – Engage learners by showing them a short bio of Eminem with a discussion to follow concerning his life chances, talent and determination to succeed</p> <p>Spring 1 – Take learners to the music room and encourage them to explore the different instruments and show them how to set up a stage using a stage plan</p> <p>Spring 2 – Hook learners by showing them some work by Weird Al https://www.youtube.com/watch?v=YyhMO7xP8-I (parodies)</p> <p>Summer 1 – Watch some clips of performances and stage set ups to give the</p>	Autumn						
		Autumn 1			Autumn 2			<p style="text-align: center;">Autumn</p> <ul style="list-style-type: none"> • I can name listen to different musical genres and offer a personal preference • I can research a familiar artist and present my findings • I can research an unfamiliar artist and present my findings • I can actively listen to a piece of music and identify samples within the piece • I can cross reference sounds to identify a common theme • I can interpret a set of lyrics to give personal meaning • I can participate in creating lyrics for a particular piece of music <p style="text-align: center;">Spring</p> <ul style="list-style-type: none"> • I can explore a variety of musical instruments and offer a personal preference. • I can listen to a variety of musical pieces and identify emotions or feelings each piece provokes • I can identify music and visuals which complement one another and consider the impact • I can work successfully in small groups to create a musical parody
					Topic – Engaging with music			
					Research and Musicology The history of rap Active listening Sampling Lyricism			
		Spring						
		Spring 1			Spring 2			
		Topic – Music exploration			Topic – Music composition			
Instruments and preference Music and emotion Participation in musical practice			Parodies Lyrics and music Musical practice Musical performance (informal)					
Summer								
Summer 1			Summer 2					
Topic – Music composition and performance			Topic - Music composition and performance					
Composition key elements Performance key elements Phrasing and rhythm			song writing techniques Musical practice Musical performance (to an audience)					

	<p>learners an idea of which roles they may like to try for performing their parody</p> <p>Summer 2 – Peer assessment of lyrics – what is working well and how can we make it even better</p>	<p>song writing techniques Musical practice Musical performance (informal)</p>		<ul style="list-style-type: none"> • I can participate in musical rehearsal or the set-up of PA (sound) • I can participate in musical performance (informal) <p style="text-align: center;"><i>Summer</i></p> <ul style="list-style-type: none"> • I can show an understanding the importance of discussion and compromise when collaborating with others • I can state the key elements of a song or piece of music • I can describe a range of music technological terms • I can identify my strengths when working with others • I can appreciate the strengths of others during collaboration • I can work well with others to create a piece of music • I can participate in the creative process to create a piece of music • I can participate in discussions and find solutions when necessary in order to plan a performance • I can participate in the making of creative decisions • I can demonstrate a range of musical techniques/dynamics • I can perform in a group or individually in front of an audience or assist with the technical elements of sound and performance
--	---	--	--	--