



Archbishop Beck Catholic College Long Term Plan for **Performing Arts**



Year 7

Music (Unit 1)	Music (Unit 2)	Music (Unit 3)	Key Vocabulary
<p>Topic areas to be covered:</p> <p>The fundamentals of music:</p> <p>Keyboard/Keyboard diagram, finding your way around the keyboard - locating middle C. Notation (treble clef) - understanding how to read and write music using traditional notation. Elementary time values, bars, bar-lines and time signatures.</p>	<p>Topic areas to be covered:</p> <p>Building bricks - the musical elements</p> <p>Examining the musical elements through listening, performing and composing.</p>	<p>Topic areas to be covered:</p> <p>Sonority city - the instruments of the orchestra</p> <p>An introduction to the orchestra and the four instrumental families.</p>	<p>Keyboard Middle C Musical Alphabet (A, B, C, D, E, F, G), Notation Pitch, duration, rhythm Staff Treble clef Bar, bar-line, time signature Dynamics, tempo, structure, texture, timbre, articulation. Stave Brass Woodwind Strings Percussion</p>

Cultural Capital Experiences throughout the Academic Year	Learning Characteristics instilled in the curriculum	Career Opportunities
<p>English National Opera workshop/assembly day in school.</p>	<p>Confidence Speaking and listening - performing at end of lessons for peers this enables students to practice giving feedback using correct terminology and</p>	<p>Music Teacher/Performer Conductor</p>

KS3 Concerts at Liverpool Philharmonic Hall.

students performing to respond to the feedback. Spotlight techniques to build confidence gradually and to show modelling of good work.

Positive High expectations in presentation of practical work within lessons and contributing to independent working in groups. Consistent use of praise whilst rehearsing during performances.

Respectful Learners are greeted at the door on arrival and asked to hang belongings up on the pegs or in front of the pegs and sit on the floor in alphabetical order in a circle or seating plan within music, quiet when register commences.

Marketing Team

Metacognition Methods applied in Teaching

- Activate prior knowledge at the beginning of every lesson.
- Consolidation with think-pair-share at the beginning of every lesson.
- Modelling techniques to inspire and motivate students.
- Demonstrating independence within group work.
- Demonstrate response and feedback within spotlight work and performances.



Archbishop Beck Catholic College Long Term Plan for Performing Arts



Year 8

Music (Unit 1)	Music (Unit 2)	Music (Unit 3)	Key Vocabulary
<p>Topic areas to be covered:</p> <p>Popular Music, the bass clef, hooks and riffs</p> <p>Reading and performing music using the bass clef. Composing and performing hooks.</p>	<p>Topic areas to be covered:</p> <p>Indian Music</p> <p>History and Background of Indian Music/Culture. Introduction to performance practices and instruments. Composition and performance of a piece based on an Indian Raga.</p>	<p>Topic areas to be covered:</p> <p>Variations</p> <p>To recognise, explore and make creative use of devices found in variation form.</p>	<p>Raga Gat/Bandish/Alap/Jhor/Jhala Improvisation Sitar, Tabla, Tambura Hook Riff Bass Clef Variation form Intervals, retrograde, inversion Whole steps and half steps Major and minor</p>



Cultural Capital Experiences throughout the Academic Year	Learning Characteristics instilled in the curriculum	Career Opportunities
	<p>Confidence Speaking and listening - performing at end of lessons for peers this enables students to practice giving feedback using correct terminology and students performing to respond to the feedback. Spotlight techniques to build</p>	<p>Music Teacher/Performer Conductor Marketing Team</p>

confidence gradually and to show modelling of good work.

Positive High expectations in presentation of practical work within lessons and contributing to independent working in groups. Consistent use of praise whilst rehearsing during performances.

Respectful Learners are greeted at the door on arrival and asked to hang belongings up on the pegs or in front of the pegs and sit on the floor in alphabetical order in a circle or seating plan within music, quiet when register commences.

Metacognition Methods applied in Teaching

- Activate prior knowledge at the beginning of every lesson through recap quizzes and think-pair-share.
- Consolidation with think-pair-share at the beginning of every lesson.
- Modelling techniques to inspire and motivate students.
- Demonstrating independence within group work.
- Demonstrate response and feedback within spotlight work and performances.



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Year 9

Music (Unit 1)	Music (Unit 2)	Music (Unit 3)	Key Vocabulary
<p>Topic areas to be covered:</p> <p>Blues Music</p> <p>To incorporate: History and Background to Blues Music 12 Bar Blues Chord Sequence Blues Scale and Improvisation</p>	<p>Topic areas to be covered:</p> <p>Minimalism</p> <p>An introduction to minimalism and the compositional features used in this style of music.</p>	<p>Topic areas to be covered:</p> <p>Film Music</p> <p>History and Background of film music. How it functions within the films narrative to help tell a story. Use of orchestra/pop songs within film.</p>	<p>12 Bar Blues Blues Scale - Flattened 3rd, 5th and 7th Chords and triads Improvisation Ostinato Major/Minor Dynamics Tempo Leitmotif, diegetic, non-diegetic Motif, phase shifting, note addition and subtraction, metamorphosis.</p>

Cultural Capital Experiences throughout the Academic Year	Learning Characteristics instilled in the curriculum	Career Opportunities
<p>KS3 Concerts at Liverpool Philharmonic Hall.</p>	<p>Confidence Speaking and listening - performing at end of lessons for peers this enables students to practice giving feedback using correct terminology and students performing to respond to the</p>	<p>Music Teacher/Performer Conductor Marketing Team</p>

feedback. Spotlight techniques to build confidence gradually and to show modelling of good work.

Positive High expectations in presentation of practical work within lessons and contributing to independent working in groups. Consistent use of praise whilst rehearsing during performances.

Respectful Learners are greeted at the door on arrival and asked to hang belongings up on the pegs or in front of the pegs and sit on the floor in alphabetical order in a circle or seating plan within music, quiet when register commences.



Metacognition Methods applied in Teaching

- Activate prior knowledge at the beginning of every lesson through recap quizzes and think-pair-share.
- Consolidation with think-pair-share at the beginning of every lesson.
- Modelling techniques to inspire and motivate students.
- Demonstrating independence within group work.
- Demonstrate response and feedback within spotlight work and performances.