



**KS3 Music - Curriculum Content - Long term plan**

The music curriculum for 2021-2022 is based on the new Sing-Up curriculum, which reflects the requirements of the new Model Music Curriculum issued in March 2021. The curriculum units are being released in stages and therefore the units will be confirmed when the new information is available.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	<b>Topic</b>	<b>Sing: I've Been to Harlem!</b> <b>Listen: Boat Songs</b>	<b>Compose: Hall of the Mountain King</b> <b>Musicianship: Chilled Out</b>	<b>Ukulele: Latin Dance</b> <b>Listen: TBC</b>	<b>Compose: TBC</b> <b>Musicianship: The Bare Necessities</b>	<b>Ukulele: Fly with the Stars</b> <b>Listen: TBC</b>	<b>Compose: TBC</b> <b>Musicianship: Four White Horses</b>
<b>Key focus</b>		<p><b>Sing:</b> Listen and identify where notes in the melody of the song go down and up. Sing with an awareness of the shape of the melody Play melodic and rhythmic accompaniments to a song. Compose and play pentatonic ostinato.</p> <p><b>Listen:</b> Begin to develop an understanding and appreciation of music from different musical traditions. Identify that the songs are from different places in the world, use different instruments, have different beats, and are at different speeds. Pupils can use some music</p>	<p><b>Compose:</b> TBC</p> <p><b>Musicianship:</b> TBC</p>	<p><b>Ukulele:</b> TBC</p> <p><b>Listen:</b> TBC</p>	<p><b>Compose:</b> TBC</p> <p><b>Musicianship:</b> TBC</p>	<p><b>Ukulele:</b> TBC</p> <p><b>Listen:</b> TBC</p>	<p><b>Compose:</b> TBC</p> <p><b>Musicianship:</b> TBC</p>



		<p>vocabulary to describe these things.</p> <p>Identify the pieces as songs (with verses and choruses). Listen to their own compositions and use musical language to describe what happens in them.</p>					
<b>Year 2</b>	<b>Topic</b>	<p><b>Sing: This Little Light</b> <b>Listen: Pink Panther</b></p>	<p><b>Compose: Sound Symmetry</b> <b>Musicianship: Fantasy Football</b></p>	<p><b>Ukulele: The Doot Doot Song</b> <b>Listen: TBC</b></p>	<p><b>Compose: TBC</b> <b>Musicianship: Tongo</b></p>	<p><b>Ukulele: Favourite Song</b> <b>Listen: TBC</b></p>	<p><b>Compose: TBC</b> <b>Musicianship: Consider Yourself</b></p>
<b>Key focus</b>		<p><b>Sing:</b> Listen and move in time to songs in a Gospel style. Sing in a gospel style with expression and dynamics. Play rhythm patterns along with <i>This Little Light</i>. Improvise using the voice and tuned percussion on the notes of a pentatonic scale.</p> <p><b>Listen:</b> Recognise elements of the music e.g. the rhythm that establishes the mood and character. Create a mood/scene based on a given set of instruments. Talk about the effect of particular sounds.</p>	<p><b>Compose:</b> TBC</p> <p><b>Musicianship:</b> TBC</p>	<p><b>Ukulele:</b> TBC</p> <p><b>Listen:</b> TBC</p>	<p><b>Compose:</b> TBC</p> <p><b>Musicianship:</b> TBC</p>	<p><b>Ukulele:</b> TBC</p> <p><b>Listen:</b> TBC</p>	<p><b>Compose:</b> TBC</p> <p><b>Musicianship:</b> TBC</p>



Year 3	Topic	Sing: Sea Shanties Listen: Why We Sing	Compose: Song Writing Musicianship: Keep The Home Fires Burning	Sing: Madina tun nabi Listen: TBC	Compose: TBC Musicianship: Three Little Birds	Sing; Baloo Baleerie Listen: TBC	Compose: TBC Musicianship: Kis nay banaayaa
<b>Key focus</b>		<p><b>Sing:</b> Listen to the song and keep the pulse while playing a 'cup' game. Sing a sea shanty expressively observing phrasing and accuracy in pitch and rhythm Play bass notes, chords, or rhythms to accompany singing. Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.</p> <p><b>Listen:</b> Recognise aurally individual instruments and voices. Identify key elements that give the music its unique sound and talk about the music using appropriate musical language. Identify the song's verse/chorus structure. Recognise the combined effect of layers of sound in the recording.</p>	<p><b>Compose:</b> Identify the structure of songs they are currently familiar with. Analyse song lyrics to help them appreciate the role of metaphor. Understand techniques for creating a song and develop a greater understanding of the songwriting process. Experiment with pitch and rhythm to create a strong hook. Have the opportunity to doodle with sounds. Create fragments of songs that can develop into fully-fledged songs.</p> <p><b>Musicianship:</b> TBC</p>	<p><b>Sing:</b> TBC</p> <p><b>Listen:</b> TBC</p>	<p><b>Compose:</b> TBC</p> <p><b>Musicianship:</b> TBC</p>	<p><b>Sing:</b> TBC</p> <p><b>Listen:</b> TBC</p>	<p><b>Compose:</b> TBC</p> <p><b>Musicianship:</b> TBC</p>