



Inclusion is at the **heart** of our trust

Long Term/Curriculum Plan

School:

Crosshill School

Subject:

Music Inspire KS3

Curriculum Planning

at Oak Learning Partnership



Long Term Plans

(Year/Pathway Group Overviews)

- Curriculum content on what students will learn about the subject content and about the logical order for teaching the content.
- Clear five/three year progression through the curriculum, which includes: key topics, termly knowledge and skills.
- Each year group/pathway individually broken down with unit overviews.
- Details around prior learning required.
- Clear end points and assessment information.
- Adaptations and key concepts mapped out.



Medium Term Plans

(Unit of Work for Each Year Group/Pathway)

- Each unit broken down by individual lessons.
- Specific pedagogical choices detailed, with links to appropriate resources.



Phase Lesson Plans

Lesson by lesson planning, using all of the above to achieve curriculum aims, adapted for class needs.

Curriculum Leadership	Charlie Turner- Arts Lead
School Intent	<p>Upon entry to Crosshill School, students are assessed and placed within one of our three highly personalised pathways: Inspire, Explore and Discover. Within these pathways students needs are identified as formal, semi-formal and emergent learning styles. Each pathway has a bespoke curriculum and particular learning approach that enables all of our students to flourish. Throughout all pathways we build the curriculum around 6 main outcomes to ensure our students will:</p> <ul style="list-style-type: none"> • Know themselves • Possess functional skills • Be independent • Be good communicators • Be curious learners • Be prepared for adulthood <p>The outcomes above are personalised around the three identified pathways and leaders carefully craft personalised curriculum provision to meet the needs of the learners within the pathways. Students may transition into different pathways whilst they are at Crosshill. We recognise that as our young people develop and grow, so does their need for different skills, learning approaches and experiences. We are a responsive provision and review individual students' needs.</p>
Subject Intent	<p>To foster a lifelong love and appreciation for music, providing all students with a creative and inclusive medium for communication, expression, personal development, and cultural engagement, ensuring progressive acquisition of musical knowledge and skills tailored to individual needs and aligned with the core elements of the National Curriculum.</p> <p>Pupils will develop their understanding and confidence in singing, performing, listening and composing through;</p> <ul style="list-style-type: none"> • Playing and performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvising and composing music for a range of purposes using the inter-related dimensions of music. • Listening with attention to detail and recall sounds with increasing aural memory. • Using and understanding staff and other musical notations. • Appreciating and understanding a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Developing an understanding of the history of music.

KS1 National Curriculum Aims:	<p>The aims on a Key Stage 1 (KS1) Music long-term plan are directly based on the National Curriculum for England's statutory Programme of Study for Music (Key Stages 1 and 2). This foundational stage focuses on developing pupils' performing and listening skills and introducing basic musical concepts. The core requirements for KS1 state that pupils must be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select, and combine sounds using the inter-related dimensions of music (such as pitch, duration, dynamics, and tempo). The long-term plan organises these elements into practical, engaging units, ensuring that young children develop a secure, joyful foundation in music making and appreciation that prepares them for the more formal learning of KS2.</p>	KS2 National Curriculum Aims:	<p>The aims on a Key Stage 2 (KS2) Music long-term plan are primarily derived from the National Curriculum for England's statutory Programme of Study for Music (Key Stages 1 and 2). These statutory requirements ensure that all pupils perform, listen to, review, and evaluate music across a wide range of historical periods, genres, styles, and traditions. The specific content for KS2 mandates that pupils must be taught to: play and perform in solo and ensemble contexts using their voices and instruments with increasing accuracy and control; improvise and compose music using the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure); use and understand staff and other musical notations; and appreciate and understand a wide range of music from different traditions and from great composers and musicians, including developing an understanding of the history of music. The long-term plan organises these strands—Performing, Composing, Listening, and Musical Knowledge—into sequenced units, ensuring skills and knowledge are built year-on-year.</p>
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Topic and Time Allocated	Year 7	Year 8	Year 9
Autumn A	Topic: <i>Passport to Music</i>	Topic: <i>A Haunted House</i>	Topic: <i>Music from the Musicals</i>
	Knowledge <ul style="list-style-type: none"> To respond to words and symbols relating to dynamics, tempo and timbre To recognise obvious contrasts in sounds using picture/word prompts 	Knowledge <ul style="list-style-type: none"> To name basic percussion instruments To respond to basic conducting symbols e.g. start, stop, solo & everyone, spooky symbols 	Knowledge: <ul style="list-style-type: none"> To learn the meaning of linear rhythms To learn how to play the notes. To learn how to play the melody to 'This is me.' To learn how to sing with feeling and expression.

	<ul style="list-style-type: none"> To identify and name sound sources by sound alone using picture/word prompts To describe how basic instruments are played To name basic percussion instruments To respond to basic conducting symbols e.g. start, stop, solo & everyone symbols. 	<ul style="list-style-type: none"> To respond to words and symbols relating to dynamics, tempo and timbre To recognise obvious contrasts in sounds using picture/word prompts To identify and name sound sources by sound alone using picture/word prompts e.g. spooky sounds To describe how basic instruments are played 	<ul style="list-style-type: none"> To play an instrument alongside a backing track from a musical. To explore the origin and development of musicals. To identify musical instruments in a song from, 'The Greatest Showman'.
	Skills: <ul style="list-style-type: none"> I can sing an increasing number of words in simple songs. Repeat a simple pattern on an instrument. Repeat a sequence of actions. Create a simple composition by carefully selecting instruments for others to play. Create a simple composition by choosing pictures and ordering them in a score. 	Skills: <ul style="list-style-type: none"> I can sing an increasing number of words in simple spooky songs I can repeat a simple pattern on an instrument I can repeat a sequence of actions I can create a simple composition by carefully selecting instruments for others to play I can create a simple composition by choosing pictures and ordering them in a score. 	Skills: <ul style="list-style-type: none"> I can play back simple linear rhythms I can read the musical lyrics for my performance piece. I can play the notes and the rhythms. I can play the melody to 'This is me.' I can play my part in the performance of, 'This is me' I can clap to the beat of songs from the musical. I can sing with expression. I can play an instrument and sing in unison. I can understand the history of musicals. I can identify instruments in the songs.
Autumn B	Topic: ENO	Topic: Christmas	Topic: Christmas
	Knowledge: <ul style="list-style-type: none"> To understand the meaning of pitch, rhythm, and tempo. To understand the structure of a piece of music. To learn about music from different cultures. 	Knowledge: <ul style="list-style-type: none"> To listen carefully to songs. To begin to share their thoughts on a piece of music. To learn how music is used in different Christmas films. To learn how to write a song with a theme. 	Knowledge: <ul style="list-style-type: none"> To make improvements to their own work, commenting on the intended effect. To use a range of instruments while singing a Christmas song. To learn about the keyboard.

	<ul style="list-style-type: none"> To learn about the role of a composer. To learn how to create a piece of music from making a graphic score. 	<ul style="list-style-type: none"> To use instruments while writing a song. 	<ul style="list-style-type: none"> To suggest improvements to compositions and performances commenting on how the aims of the music have been achieved. To discuss and give opinions on their own performances.
	Skills: <ul style="list-style-type: none"> I can take on the role as a composer. I can explore a range of instruments and sound makers. I can use imagination to create a libretto. I can create graphic scores. I can create a piece of music from my graphic score. I can work as a team. I can edit my piece of music. 	Skills: <ul style="list-style-type: none"> I can sing an increasing number of words in simple songs I can join in singing repeated phrases or choruses of songs. I can recall signs/actions and match to the appropriate word in the song. I can identify music and song in movies and television. I can work as a team to write lyrics for a song. I can choose and play an instrument to influence my song writing. 	Skills: <ul style="list-style-type: none"> I can play Christmas songs maintaining a steady beat. I can explore the keyboard and practice creating beats. I can perform rhythmically Christmas songs using different instruments. I can identify improvements in my work. I can play and sing simultaneously.
Spring A:	Topic: <i>Feel the Pulse</i> Knowledge: <ul style="list-style-type: none"> To name basic percussion instruments To respond to basic conducting symbols e.g. start, stop, solo & everyone symbols. To create a simple composition by carefully selecting instruments for others to play To create a simple composition by choosing pictures and ordering them in a score. 	Topic: <i>African Drumming</i> Knowledge: <ul style="list-style-type: none"> To describe how the djembe is played. To learn about African culture and music. To learn how to play the djembe. To describe how a piece of music makes me feel. To recognise contrasts in sound (fast/slow/loud/quiet/low/high) 	Topic: <i>The keyboard Orchestra</i> Knowledge: <ul style="list-style-type: none"> To listen and discuss the characteristics of a piece of Peter and the Wolf e.g. families of the orchestra, musical elements. To recognise orchestral instruments in Peter and the Wolf. To identify the musical element used in Peter and the Wolf e.g. dynamics, pitch, tempo, timbre To discuss and give opinions on their own performances. To improve their own work.
	Skills:	Skills:	Skills:

	<ul style="list-style-type: none"> • I can chant an increasing number of words in simple songs • I can repeat a simple pattern on an instrument • I can repeat a sequence of actions • I can play an instrument showing some awareness of pulse 	<ul style="list-style-type: none"> • I can join in singing/chanting repeated phrases or choruses in African songs. • I can watch and follow a conductor when singing or playing. • I can play an instrument showing some awareness of pulse. • I can make up different sounds on the djembe. • I can discuss my opinions and feelings towards music. 	<ul style="list-style-type: none"> • I can follow a simple score using notation • I can repeat short rhythmic and melodic patterns in Ode to Joy. • I can improve my work by identifying strengths and weaknesses. • I can identify elements in Peter and the Wolf. • I can recognise and name some orchestral instruments.
Spring B	Topic: <i>Samba</i>	Topic: <i>In the Groove</i>	Topic: <i>Reggie</i>
	Knowledge: <ul style="list-style-type: none"> • To recognise contrasts in sound (fast/slow/loud/quiet/low/high) • To respond to words and symbols relating to dynamics, tempo and timbre • To recognise obvious contrasts in sounds using picture/word prompts • To identify and name sound sources by sound alone using picture/word prompts • To describe how basic instruments are played. 	Knowledge: <ul style="list-style-type: none"> • To respond to words and symbols relating to dynamics, tempo and timbre. • To recognise obvious contrasts in sounds using picture/word prompts. • To identify and name sound sources by sound alone using picture/word prompts. • To describe how basic instruments are played. 	Knowledge: <ul style="list-style-type: none"> • To understand how to hold a ukulele. • To strum open strings to a steady pulse with confidence and control. • To explore how to play chords, changing between chords with greater ease. • To explore repertoire with a greater range of chords, eg: The Lion Sleeps Tonight, Riptide, Three Little Birds - Identify contrasting sections of a song. - Improvise and develop rhythmic and melodic material when composing. • Experience how music can be produced in different ways, including through ICT and described through relevant established and invented notation.
	Skills: <ul style="list-style-type: none"> • I can join in singing/chanting repeated phrases or choruses of songs. 	Skills: <ul style="list-style-type: none"> • I can join in singing repeated phrases or choruses of songs • I can catch and follow a conductor when singing or playing 	Skills: <ul style="list-style-type: none"> • I can understand the stop, safe and play position of the ukulele • I can produce a sound on the ukulele by strumming and picking.

	<ul style="list-style-type: none"> I can watch and follow a conductor when singing or playing. I can play an instrument showing some awareness of pulse. I can create a simple composition by acting as the conductor and controlling the sound. 	<ul style="list-style-type: none"> I can play an instrument showing some awareness of pulse. I can create a simple composition by acting as the conductor and controlling the sound I can choose instruments by timbre. 	<ul style="list-style-type: none"> I can place my finger on different chords. I can move between chords with assistance I can play with a backing and following the chord pattern I can strum downwards I can play ukulele to a recording of Three Little Birds. I can play ukulele to a recording of 'can't stop the feeling'. I can play my part in the performance of 'stand by me.
Summer A	Topic: <i>Music from around the world!</i>	Topic: <i>Pop Music</i>	Topic: <i>Soundtracks</i>
	Knowledge: <ul style="list-style-type: none"> To listen and respond to melodic phrases, familiar songs. To listen to and express opinions of music from different styles. To identify an instrument from a piece of music. To explore the history of instruments from different countries. 	Knowledge: <ul style="list-style-type: none"> To listen and respond to familiar pop songs. To identify a range of instruments from a piece of music. To explore the history of pop music and artists and pop bands. To recognise different moods in music e.g. happy/sad/spooky/angry/excited Respond to performances by sharing comments and opinions. To understand how a group would perform together. 	Knowledge: <ul style="list-style-type: none"> To describe music heard comparing it with music of contrasting moods using appropriate musical vocabulary. To explore soundtracks from well-known film and television. To use appropriate musical vocabulary to describe tempo, pitch, dynamics and structure. To use apps and technology to create sounds for effect. To suggest improvements to compositions and performances commenting on how the aims of the music have been achieved
	Skills: <ul style="list-style-type: none"> I can describe my feelings and emotions towards pieces of music from around the world. I can sing some familiar songs from different places. 	Skills: <ul style="list-style-type: none"> I can sing simple songs (not necessarily in tune or time) I can talk about my favourite pop artist or band. 	Skills: <ul style="list-style-type: none"> I can play simple leitmotifs keeping to a steady pulse.

	<ul style="list-style-type: none"> • I can listen and respond to melodic phrases and familiar songs • I can tell others my opinion of a piece of music. • I can identify an instrument from another country. • I can play an instrument that I have identified. • I can create a piece of music from another country. 	<ul style="list-style-type: none"> • I can say how a piece of music changes my mood. • I can perform with awareness of others e.g. playing together/matching volume/pulse • I can repeat short rhythmic patterns (not necessarily in time) • I can repeat short melodic patterns using voice. 	<ul style="list-style-type: none"> • I can develop leitmotifs to create atmosphere e.g. changing the pitch, tempo, dynamics or timbre. • I can create simple rhythmic patterns using a leitmotif. • I can create soundtrack with a beginning, middle and end using different instruments or sounds in a group. • I can identify sounds from different movies and TV.
Summer B	Topic: C-Fest <i>Plan, rehearse and perform.</i>	Topic: C-Fest <i>Prepare, rehearse and perform.</i>	Topic: C-Fest <i>Create, rehearse and perform.</i>
	Knowledge: <ul style="list-style-type: none"> • I will understand the features of a performance. • I will know the origins of a festival. • I will learn how to prepare for a performance. • I will know how to advertise for a festival or performance. • I will develop my understanding of pitch, rhythm, and tempo. • I will know how to sing using pitch and harmonies. 	Knowledge: <ul style="list-style-type: none"> • I will plan for my performance. • To discuss my hopes and dreams for our performance. • I will research a local festival. • I will advertise my performance through creating posters. • I will work as a team to learn a piece of music. • I will develop my understanding of pitch, rhythm, and tempo. • I will know how to sing using pitch and harmonies. 	Knowledge:.. <ul style="list-style-type: none"> • I will plan a performance according to my strengths. • I will research how singers perform at festivals. • I will advertise my performance through creating a social media post. • I will work as a team to learn a piece of music. • I will develop my understanding of pitch, rhythm, and tempo. • I will know how to sing using pitch and harmonies.
	Skills: <ul style="list-style-type: none"> • I can sing an increasing number of words in known songs. • I can sing in a choir setting. 	Skills: <ul style="list-style-type: none"> • I can sing a whole song with a backing track. 	Skills: <ul style="list-style-type: none"> • I can sing a whole song with a backing track. • I can perform in a choir or band setting.

	<ul style="list-style-type: none"> • I can repeat a simple pattern on an instrument. • I can repeat a sequence of actions while singing. • I can prepare for a performance. • I can discuss the history of Glastonbury. • I can express my opinion on the festival theme, colour and music. 	<ul style="list-style-type: none"> • I can perform in a choir or band setting. • I can repeat a simple pattern on an instrument. • I can use Makaton while singing. • I can advertise our performance. • I can talk about the making of a local festival. • I can talk about the festival themes and give my opinion on the name, music, stalls and colour. 	<ul style="list-style-type: none"> • I can repeat a rhythmic pattern on an instrument. • I can use Makaton while singing. • I can advertise our performance through creating a social media post for the Crosshill Facebook page. • I can talk about the making of C-Fest. • I can talk about the festival themes and give my opinion on the name, music, stalls, colour, and adverts.
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