



SSSC Long term planning 2024-2025

Subject: Music

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Primary 1 Solar steps 5-6 To stretch and challenge: 7 To adapt and support: 4	<p style="text-align: center;"><u>Who do I look up to?</u></p> <p>Pupils will experiment with percussion sounds and sing along to nursery rhymes, exploring and developing knowledge of sound and timing.</p>	<p style="text-align: center;"><u>Where do we live?</u></p> <p>Pupils will develop percussion and stringed skills through discovering sounds from a variety of instruments and singing of nursery rhymes.</p>	<p style="text-align: center;"><u>Festivals and celebrations</u></p> <p>Pupils will develop percussion skills and sing to songs from a variety of cultures and celebrations.</p>	<p style="text-align: center;"><u>How will I get there?</u></p> <p>Pupils will explore sound from different instruments and body percussion. Pupils to identify musical language and recreate/experiment with sounds of travel.</p>	<p style="text-align: center;"><u>More than words (Production)</u></p> <p>Pupils in both Primary departments will join to create a performance. They will engage in instrument playing, singing and drama. The production will be performed live in front of parents/carers and the school community.</p>	<p style="text-align: center;"><u>Our wonderful world</u></p> <p>Pupils will compare instruments and develop an understanding of musical instrument families.</p>
Primary 2 Solar step 6-8 To stretch and challenge: 9	<p style="text-align: center;"><u>Who do I look up to?</u></p> <p>Pupils will experiment with percussion sounds and singing working towards a performance. Pupils will develop knowledge of basic notation to understand beats and rhythm</p>	<p style="text-align: center;"><u>Where do we live?</u></p> <p>Pupils will continue to develop knowledge of percussion and singing, ending with a class performance at the end of the half term, incorporating the learning from the start of the academic year.</p>	<p style="text-align: center;"><u>Festivals and celebrations</u></p> <p>Pupils will develop percussion skills and sing to songs from a variety of cultures and celebrations. Pupils will experiment with tuned percussion and work towards a performance.</p>	<p style="text-align: center;"><u>How will I get there?</u></p> <p>Pupils will develop knowledge of a conductor and the important role they play in group performance. Pupils will increase confidence in performance and demonstrate learnt</p>	<p style="text-align: center;"><u>More than words (Production)</u></p> <p>Pupils in both Primary departments will join to create a performance. They will engage in instrument playing, singing and drama. The production will be performed live in front of</p>	<p style="text-align: center;"><u>Our wonderful world</u></p> <p>Pupils will experiment with sound from different instruments. They will be able to compare and contrast instruments, making statements to describe them. Pupils will demonstrate their knowledge at the end</p>

<p>To adapt and support: 5</p>	<p>within percussion playing.</p>			<p>skills from the term in a group performance.</p>	<p>parents/carers and the school community.</p>	<p>of the term through a group performance.</p>
<p>Year 7 Solar steps 6-8 (estimate)</p> <p>To stretch and challenge: 9-10</p> <p>To adapt and support: 5</p>	<p><u>Black history</u></p> <p>Dancing In The Street by Martha and the Vandellas. Pupils will gain an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. Pupils will experience performance opportunities throughout the learning.</p>	<p><u>N/A</u></p>	<p><u>Japan</u></p> <p>Pupils will explore the Taiko drums and create individual and group rhythms on the instrument.</p> <p>Pupils will use GarageBand to explore classical Japanese instruments and create a musical track using these instruments.</p>	<p><u>N/A</u></p>	<p><u>1950's</u></p> <p>Can't Help Falling In Love by Elvis Presley. Pupils will develop an understanding of 1950s music from different artists and focus in on Can't Help Falling In Love. Pupils will learn to sing with accompaniment and develop an understanding of tone, inflection and projection.</p>	<p><u>Production</u></p> <p>Pupils will select an option from the four Theme subjects. Pupils who select Music will be active members of the Production, either singing and acting as lead or chorus members, or create digital and live music to be performed live.</p>
<p>Year 8 Solar steps 8-9</p>	<p><u>Black history</u></p> <p>Lean On Me by Bill Withers. Pupils will gain an integrated approach to music where games, the interrelated</p>	<p><u>N/A</u></p>	<p><u>Japan</u></p> <p>Pupils will explore the Taiko drums and create individual and group rhythms on the instrument.</p>	<p><u>N/A</u></p>	<p><u>1950's</u></p> <p>Hound Dog by Elvis Presley. Pupils will develop an understanding of 1950s music from different artists and</p>	<p><u>Production</u></p> <p>Pupils will select an option from the four Theme subjects. Pupils who select Music will be active members of the</p>

<p>To stretch and challenge: 10</p> <p>To adapt and support: 6-7</p>	<p>dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. Pupils will play both ukuleles and glockenspiel to the song, with singing opportunities available. Pupils will work towards performing a group piece of the song.</p>		<p>Pupils will use GarageBand to explore classical Japanese instruments and create a musical track using these instruments.</p>		<p>focus in on Hound Dog. Pupils will learn to sing with accompaniment and play along with a variety of instruments. Pupils will create a performance of the sound.</p>	<p>Production, either singing and acting as lead or chorus members, or create digital and live music to be performed live.</p>
<p>Year 9</p> <p>Solar steps 8-10</p> <p>To stretch and challenge: 11</p> <p>To adapt and support: 6-7</p>	<p><u>N/A</u></p>	<p><u>Diwali</u></p> <p>Pupils will explore the celebration of Diwali and focus their attention to the instruments used to create authentic Indian music. Pupils will explore digital instruments and create a piece of music that could be used as part of the celebration.</p>	<p><u>N/A</u></p>	<p><u>Environment</u></p> <p>Pupils will explore percussion, stringed instruments and singing to create a performance based around the environment. Pupils will study songs that influence and gain an understanding of the power of music on a specific demographic.</p>	<p><u>N/A</u></p>	<p><u>Production</u></p> <p>Pupils will select an option from the four Theme subjects. Pupils who select Music will be active members of the Production, either singing and acting as lead or chorus members, or create digital and live music to be performed live.</p>
<p>Nurture Blue</p>	<p><u>Caves to castles</u></p>	<p><u>Power of nature</u></p>	<p><u>Farm to fork</u></p>	<p><u>Travel and transport (production)</u></p>	<p><u>World of difference</u></p>	<p><u>Animal kingdom</u></p>

<p>Solar steps 4-6</p> <p>To stretch and challenge: 7</p> <p>To adapt and support: 3</p>	<p>The Dragon Song by Joanna Mangona. In this topic pupils will listen and appraise, gain an understanding of dimensions, singing and playing. Pupils will play along to parts of the song with the glockenspiel.</p>	<p>Pupils will develop a knowledge of different sounds through exploring acoustic and electric instruments. Pupils will identify sounds that reflect different weather conditions.</p>	<p>Pupils will engage in different singing and acting activities relating to country music and farming life. Pupils will listen and move to different country songs ranging from 1960s to current day.</p>	<p>Pupils will all take part in the Nurture production, bringing all elements of Expressive Arts and Design together. Pupils will act, sing, dance and create art as part of a presentation to parents/carers and the school community.</p>	<p>Pupils will learn to use different percussion instruments and play along to We Will Rock by Queen.</p>	<p>Pupils will explore a variety of instruments from different countries and discover how different sounds are made. Pupils will record their sounds and create movements to their music.</p>
<p>Nurture Yellow</p> <p>Solar step 5-7</p> <p>To stretch and challenge: 8</p> <p>To adapt and support: 4</p>	<p><u>Caves to castles</u></p> <p>The Dragon Song by Joanna Mangona. In this topic pupils will listen and appraise, develop their understanding of dimensions, singing and playing. Pupils will learn to sing the song whilst playing some elements on the glockenspiel. Pupils will perform their work at the end of the topic.</p>	<p><u>Power of nature</u></p> <p>Pupils will develop a knowledge of different sounds through exploring acoustic and electric instruments. Pupils will compare instruments and development knowledge of how instruments are made and create sound.</p>	<p><u>Farm to fork</u></p> <p>Pupils will engage in different singing and acting activities relating to country music and farming life. Pupils will listen and move to different country songs ranging from 1960s to current day.</p>	<p><u>Travel and transport (production)</u></p> <p>Pupils will all take part in the Nurture production, bringing all elements of Expressive Arts and Design together. Pupils will act, sing, dance and create art as part of a presentation to parents/carers and the school community.</p>	<p><u>World of difference</u></p> <p>Pupils will develop knowledge of the band Queen and their influence. Pupils will play percussion instruments and learn to sing select songs.</p>	<p><u>Animal kingdom</u></p> <p>Pupils will play a variety of different instruments from around the world and explore cultural instruments. Pupils will explore additional instruments using GarageBand and create a piece of music using these cultural instruments.</p>
<p>Nurture 4</p>	<p><u>Caves to castles</u></p>	<p><u>Power of nature</u></p>	<p><u>Farm to fork</u></p>	<p><u>Travel and transport (production)</u></p>	<p><u>World of difference</u></p>	<p><u>Animal kingdom</u></p>

<p>Solar steps 8</p> <p>To stretch and challenge: 9-10</p> <p>To adapt and support: 7</p>	<p>Pupils will explore the development of percussion instruments through the ages. Pupils will then work towards ending with an Anglo-Saxon marching beat performance.</p>	<p>Pupil will create pictures relating to sounds representing nature. Pupils will create a sound scape using the glockenspiel and GarageBand to represent a chosen weather.</p>	<p>Pupils to compare country artists and identify themes and instruments typically used within songs. Pupils to create a performance around a given song.</p>	<p>Pupils will all take part in the Nurture production, bringing all elements of Expressive Arts and Design together. Pupils will act, sing, dance and create art as part of a presentation to parents/carers and the school community.</p>	<p>Pupils will explore the life of Elvis Presley and develop a knowledge of his music; dance moves and influences. Pupils will create a musical performance highlighting his music and dance.</p>	<p>Pupils to explore different cultural instruments through physical and digital platforms. Pupils to create a digital song using instruments from around the world representing different climates, countries and animals.</p>
<p>Year 10</p> <p>Solar steps 9-11</p> <p>To stretch and challenge: 12</p> <p>To adapt and support: 8</p>	<p><u>Arts Award Explore Part A – Musical Exploration</u></p> <p>An exploration of a variety of instruments covering different genres, artists and cultures. Pupils will start to develop an interest in different instruments which will lead to their performance work later in the year.</p>	<p><u>SGT Performance</u></p> <p>Pupils will work towards a performance of ‘Hall of Fame’. They will work as a band to play percussion, tuned instruments and sing. The class will perform at the Christmas talent show.</p>	<p><u>Arts Award Explore Part B – Artist and Institution Research (Visit to/from music institute)</u></p> <p>Research and create a presentation on an artist of interest. Student’s to present their findings to an audience.</p> <p>Student’s to visit and or receive a visit from a music institute to research how the business works, different job roles and responsibilities, and</p>	<p><u>Arts Award Part Explore C – Development and Performance</u></p> <p>Student’s choose their area of music performance to develop over several weeks. Students work with staff to develop a performance and perform to an audience.</p> <p>Student’s answer questions about the process of learning and performance.</p>	<p><u>Arts Award Explore Part D – Evaluating Performance</u></p> <p>Students to watch/listen to their performance and evaluate what worked well, what could be further improved and next steps for progression.</p>	<p><u>Arts Award Explore Completion</u></p> <p>All written work to be completed and sent to moderation before Y11 students leave (late June).</p> <p>Students to use remaining time to develop knowledge further of chosen instruments in preparation for Arts Award Bronze.</p>

			geographical area covered.			
<p>Year 11</p> <p>Solar steps 9-11</p> <p>To stretch and challenge: 12</p> <p>To adapt and support: 8</p>	<p><u>Arts Award Bronze Part A – Explore the Arts</u></p> <p>An exploration of a variety of instruments covering different genres, artists and cultures. Pupils will start to develop an interest in different instruments which will lead to their performance work later in the year.</p>	<p><u>SGT Performance</u></p> <p>Pupils will work towards a performance of 'Hall of Fame'. They will work as a band to play percussion, tuned instruments and sing. The class will perform at the Christmas talent show.</p>	<p><u>Arts Award Bronze Part B – Explore the Arts as an Audience Member</u></p> <p>Pupils to be an active audience member to a piece of live music. Pupil will reflect on their likes and dislikes and identify the creative impact. Pupil's will share their views with an audience/group.</p>	<p><u>Arts Award Bronze Part C – Arts Inspiration</u></p> <p>Pupils to explore the work of an artist, musician or composer.</p> <p>Simple research into, and appreciation of, the work of an artist, craftsman or arts practitioner. Describe what they have learnt from the research into the person's arts practice, career, life and work</p>	<p><u>Arts Award Bronze Part D – Arts Skills Share</u></p> <p>Discussion with their adviser or other arts professional about the plans for their arts skills share. Delivery of their arts skills share. Demonstrate how well they passed on their arts skills</p>	<p><u>Arts Award Bronze Completion</u></p> <p>All written work to be completed and sent to moderation before Y11 students leave (late June).</p> <p>Students to use remaining time to develop knowledge further of chosen instruments in preparation for Arts Award Bronze.</p>