# Class of 2025 Music

## Long Term Plan 2020-21

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 |
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| Cycle 1 | W/C 24/08 | W/C 31/08 | W/C 07/09 | W/C 14/09 | W/C 21/09 | W/C 28/09 | W/C 05/10 | W/C 12/10 | W/C 02/11 | W/C 09/11 | W/C 16/11 | W/C 23/11 | W/C 30/11 |
| | Induction | **Bassline assessment** | **Music Theory Grade 1**<br>LI: What are note values? | **Music Theory Grade 1**<br>LI: How do you read treble clef? | **Music Theory Grade 1**<br>LI: How do you read time signatures and key signatures? | **Music Theory Grade 1**<br>LI: How can we apply our musical knowledge into an exam question? | **Performance Lesson**<br>LI: How do we display fluency and accuracy in our performance? | **Music Theory Grade 1**<br>LI: How do you identify rhythm? | **Music Theory Grade 1**<br>LI: How do you answer a rhythm? | **Music Theory Grade 1**<br>LI: What are major and minor scales? | **Music Theory Grade 1**<br>LI: How do you write a chord sequence? | **Music Theory Grade 1**<br>LI: How can we apply our musical knowledge into an exam question? | **Performance Lesson**<br>LI: How do we display fluency and accuracy in our performance? |
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| Cycle 2 | W/C 07/12 | W/C 14/12 | W/C 04/01 | W/C 11/01 | W/C 18/01 | W/C 25/01 | W/C 01/02 | W/C 08/02 | W/C 22/02 | W/C 01/03 | W/C 08/03 | W/C 15/03 | W/C 22/03 |
| | **Musical timeline**<br>LI: How can we map out the history of music? | **Classical Music**<br>LI: What musical features define the classical period? | **Classical Music**<br>LI: What are the key composers and works of the classical period? | **Film Music**<br>LI: How is complex music theory used in film music? | **Musicals**<br>LI: What are the different types of music for stage? | **Musicals**<br>LI: How can we apply our musical knowledge into an exam question? | **Performance Lesson**<br>LI: How do we display fluency and accuracy in our performance? | **Vocal Music**<br>LI: What is defined as early vocal music? | **Vocal Music**<br>LI: What is defined as late vocal music? | **Fusion**<br>LI: How are fusions in music created? | **Fusion**<br>LI: What are some key musical features of genres used for fusion? | **Fusion**<br>LI: How can we apply our musical knowledge into an exam question? | **Performance Lesson**<br>LI: How do we display fluency and accuracy in our performance? |
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| Cycle 3 | W/C 12/04 | W/C 19/04 | W/C 26/04 | W/C 03/05 | W/C 10/05 | W/C 17/05 | W/C 24/05 | W/C 07/06 | W/C 14/06 | W/C 21/06 | W/C 28/06 | W/C 05/07 | W/C 12/07 |
| | **Bach-Brandenburg concerto**<br>LI: What is the context of the set work? | **Bach-Brandenburg concerto**<br>LI: How can we annotate the score? | **Bach-Brandenburg concerto**<br>LI: How can we annotate the score? | **Bach-Brandenburg concerto**<br>LI: How do you write a 9 mark question in music? | **Bach-Brandenburg concerto**<br>LI: 9 Mark question good to great lesson | **Bach-Brandenburg concerto**<br>LI: How can we apply our musical knowledge into an exam question? | **Performance Lesson**<br>LI: How do we display fluency and accuracy in our performance? | **Beethoven – Sonata Pathetique**<br>LI: How can we annotate the score? | **Beethoven – Sonata Pathetique**<br>LI: How can we annotate the score? | **Beethoven – Sonata Pathetique**<br>LI: How do you write a 9 mark question in music? | **Beethoven – Sonata Pathetique**<br>LI: 9 Mark question good to great lesson | **Beethoven-Sonata Pathetique**<br>LI: How can we apply our musical knowledge into an exam question? | **Performance Lesson**<br>LI: How do we display fluency and accuracy in our performance? |
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