

		Cycle A LTP for KS3 music		
		Y7&Y8		Y9
		LA	HA	Curriculum offer for the core of learners
Autumn 1	Key area of understanding	<p>Haunted House Things that go bump in the night!</p> <p>FOCUS: LISTENING AND COMPOSITION</p>	<p>Haunted House Things that go bump in the night!</p> <p>FOCUS: LISTENING AND COMPOSITION</p>	<p>Blues</p> <p>FOCUS: PERFORMANCE and COMPOSITION</p>
	Knowledge & skills development	<ul style="list-style-type: none"> Identify different sounds to match the pictures -Explore how long/short sounds and high/low sounds can create an effect Look at how to play untuned percussion using the right action, hit, shake, scrape etc. Explain what a storyboard is- Explore the technique for sequencing a story and connecting frames together Develop ways to compose music using symbols to instruct on action, high, low, fast, slow, loud, soft etc 	<ul style="list-style-type: none"> Explore how to play a range of tuned/untuned percussion instruments - Apply the right action, shake, pluck, scrape etc Make a contribution to class discussion- Use music vocabulary such as loud, soft, high, low, fast and slow, and discuss how to apply this to spooky images Identify what a graphic score is-Identify the differences between traditional notation and graphic scores. Explore how to create a symbol to signal an effect on their graphic score. 	<ul style="list-style-type: none"> Identify the characteristics of a blues song -Identify how the words are a story commonly sung by a poor man. Look at 12 bar blues and the structure-learn where the chords go in the right order. Identify the chords in a 12 bar blues -Play the chords in the right order. Discover the roles of different instruments -Learn what instruments are commonly played in blues music, eg, guitar, piano, bass and drums. Perform as an ensemble a blues piece -As a pair or a small group perform a 12-bar blues piece with an improvised melody.
Autumn 2	Key area of understanding	<p>Performance Skills & Singing:</p> <p>FOCUS: LISTENING and PERFORMANCE</p>	<p>Performance Skills & Singing:</p> <p>FOCUS: LISTENING AND PERFORMANCE</p>	<p>Listening & Performance Skills</p> <p>FOCUS: LISTENING/PERFORMANCE</p>
	Knowledge & skills development	<p>Explore the differences between a hymn and a carol, and how a pop song from the last 30 years is different from that</p> <ul style="list-style-type: none"> Explore characteristics of a Christmas song Choose a carol/hymn for this year's performance -Explore one segment of a song, e.g. chorus, and look at its characteristics. Identify students to accompany using chimes and bells. Rehearse song ready for the Christmas concert performance -Practise putting all the elements together, singing, signing and tuned percussion 	<ul style="list-style-type: none"> Learn a melody of the song/hymn of the group's choice -Select a few songs for students to compare. What gives it a festive feel? Use music vocabulary to describe, e.g. high singing, unison, repetition. Identify a hymn and its characteristics - Explore the differences between a hymn and a carol, and how a pop song from the last 30 years is different from that. Choose key words to sign to using Makaton-Learn up to three/four different Makaton signs per line to go with the singing. Participate using group movement in a Christmas performance. Explore simple moves, why they have been added and where this can be utilised. Rehearse song ready for the Christmas concert performance 	<ul style="list-style-type: none"> Explore characteristics of a Christmas song. Learn a melody of the song/hymn of the group's choice - Select a few songs for students to compare. What makes them 'Christmassy'? -Use music vocabulary to describe, e.g. high singing, unison, repetition. Explore song structure in the Class performance Identify key words to sign to using Makaton-Learn up to three/four different Makaton signs per line to go with the singing. Perform the song at the Christmas Concert

Spring 1	Key area of understanding	Introduction to Keyboards: FOCUS: PERFORMANCE AND COMPOSING	Introduction to Keyboards: FOCUS: PERFORMANCE AND COMPOSING	Performing Rock 'n' Roll – Elvis Presley FOCUS: LISTENING AND PERFORMANCE
	Knowledge & skills development	<ul style="list-style-type: none"> Identify how to change the sound on a keyboard -Explore the different functions that can add effects or accompaniment Learn a range of five notes - Explore how to use each finger to play each of the five notes. Identify how to create a composition using the given notes-With support, explore how a composition is layed out. Perform your compositions to the group for evaluation. 	<ul style="list-style-type: none"> Identify how to explore timbres on tuned instruments -Locate the VOICE button to change your sounds. Identify the texture of each sound and which other instruments they replicate. Identify how to use fingering with the right hand -Explore fingers 1,2,3,4 and 5 to match C to G Pick a style to accompany your melody- Evaluate how the selected rhythm fits with the sound and the melody. Compare it to a famous piece of music and describe using music vocabulary Perform your compositions to the group for evaluation. 	<ul style="list-style-type: none"> Understanding of where rock 'n roll comes from-Explore the origins from the 1950s and how it linked back to Blues music. Explore the characteristics of rock 'n' roll -Explore how images such as cars, food such as milkshakes, diners etc., influenced the lyrics. Identify a Rock 'n' Roll instrument -Explore electric guitars and how the noise is made. Explore the differences between an acoustic and electric instrument Identify what makes a Rock 'n' Roll lyric-Understand why song words rhyme Perform chord structure for Hound Dog-Perform the whole song with awareness of structure, eg: verse, chorus.
Spring 2	Key area of understanding	Ukuleles FOCUS: PERFORMANCE	Ukuleles FOCUS: PERFORMANCE	Performing Rock 'n' Roll – Elvis Presley FOCUS: LISTENING AND PERFORMANCE
	Knowledge & skills development	<ul style="list-style-type: none"> Understanding the history of the ukulele -Explore the role of the instrument through the ages Play a song using open strings - Explore how to follow a score and sequence the four stings as instructed. Perform a one -finger chord on the ukulele Perform a new song using a second one-finger chord, as a group. 	<ul style="list-style-type: none"> Understanding the history of the ukulele- Explore the role through the ages and compare/name two artistes from different eras. Use music vocabulary to compare how they differ. To learn the thumb brush strum and play with accuracy- Explore how a ukulele is amplified and the way it is designed Identify the names of the open strings and higher/lower pitch -Memorise the four strings Perform and evaluate a three-chord song 	<ul style="list-style-type: none"> Explore what a chord is -Explore the different ways to play a chords, on guitar or piano. Then identify a sequence of chords. Revisit the chord sequence work from the previous term and perform on keyboards Identify how to play a sequence of three finger chords Explore the role of the drums- Name the parts of a drum kit. Identify how to play a rhythm. Explore how to play the bass on '1' and '3', and the snare drum on '2' and '4' Perform a melody to Hound Dog
Summer 1	Key area of understanding	Exploring Lyrics FOCUS: LISTENING AND PERFORMANCE	Exploring Lyrics FOCUS: LISTENING AND PERFORMANCE	Performing Pop FOCUS: PERFORMANCE AND COMPOSING
	Knowledge & skills development	<ul style="list-style-type: none"> Identify what a melody is Work in a class group for a performance- Sing the melody together as a group Sing and sign at least ONE Makaton sign. Sing Amazing Grace with 	<ul style="list-style-type: none"> Perform two or more Makaton signs on a line of the verse. In collaboration with the class, sing a verse melody in 'unison'. Sing melody of Amazing Grace from memory and use PPT to prompt Makaton signing. 	<ul style="list-style-type: none"> Understanding of what popular music is- The differences between pop and Rock 'n' Roll. Also explore the changes in Pop Music as part of a timeline -Explore the last 50 years and how styles have evolved Compose your own lyrics to a pop song with awareness of rhyme and structure. Use Rockin' All Over the World as a model. Perform your lyrics and sing/play melody to the group with drums and/or backing track in a full ensemble performance Perform Rocking All Over the World style composition with

		awareness of phrasing- Perform at a separate venue, eg, assembly or church.	<ul style="list-style-type: none"> Perform to an audience in a different setting. 	awareness of structure.
Summer 2	Key area of understanding	Steel Drums; FOCUS: PERFORMANCE	Steel Drums; FOCUS: PERFORMANCE	Pop Song of the OOs FOCUS: PERFORMANCE
	Knowledge & skills development	<ul style="list-style-type: none"> Identify where steel drum music comes from-Explore the origin of Caribbean Music and why the instruments were from specific materials. Introduce the instruments of Steel Pan Drums and learn where the notes are. Identify the role of percussion in a steel pan performance - explain what an 'accompaniment' is. Perform a melody-USE a rhythm track and the percussion grid as a guide. 	<ul style="list-style-type: none"> Identify where steel drum music comes from and where the Caribbean is. Introduce the instruments of Steel Pan Drums and learn about how it is tuned Play the harmony and the melody together as an ensemble Perform a percussion part from a score 	<ul style="list-style-type: none"> Investigate characteristics of a pop band-use of electric instrument, amps Learn how to play a riff over a chord structure <p>Use Chasing Cars as a case study.</p> <ul style="list-style-type: none"> Identify how to play a piece and know what the chorus is -Explore how a verse and chorus work as part of a structure. Then identify chords of a pop song and play in sequence following a graphic score. Learn the melody on keyboards or vocals. Then perform song with awareness of others.

MTPs, that can be viewed and discussed upon request, provide in depth details for the full range of St Hugh's learners.

		Cycle B LTP for KS3 music		
		Y7&Y8		Y9
		LA	HA	Curriculum offer for the core of learners
Autumn 1	Key area of understanding	Introduction to Musical Terms FOCUS:COMPOSITION AND PERFORMANCE	Introduction to Musical Terms FOCUS:COMPOSITION AND PERFORMANCE	Blues FOCUS: PERFORMANCE and COMPOSITION
	Knowledge & skills development	<ul style="list-style-type: none"> Explore the 'Elements of Music' - look at key words for 'dynamics, tempo, pitch, rhythm, texture, timbre, Explore how a small series of notes can be arranged to create your own music. Then compose a piece of music using examples of the above elements. Perform and evaluate your elements of music piece. 	<ul style="list-style-type: none"> Define what 'composing' means-Explore how a small series of notes can be arranged to create your own music Compose a piece of music using examples of the Element of Music.. Explore how to structure your own music and record your findings, eg dividing notes into bars, note letters etc 	<ul style="list-style-type: none"> Understanding of where blues music comes from-The origins of the music form 150 years ago and the links to the slave trade. Look at how the words are a story commonly sung by a poor man. Look at 12 bar blues and the structure-learn where the chords go in the right order. Discover the roles of different instruments-Learn what instruments are commonly played in blues music, eg, guitar, piano, bass and drums. Perform as an ensemble a blues piece -As a pair or a small group perform a 12-bar blues piece with an improvised melody.
Autumn 2	Key area of understanding	Performance Skills & Singing: Cycle 2 FOCUS: LISTENING AND PERFORMANCE	Performance Skills & Singing: Cycle 2 FOCUS: LISTENING AND PERFORMANCE	Listening & Performance Skills FOCUS: LISTENING/PERFORMANCE
	Knowledge & skills development	<ul style="list-style-type: none"> Explore characteristics of a Christmas song - Articulate the differences between a hymn and a carol. Choose a carol/song for this year's performance- Explore one segment of a song, eg chorus, and look at its characteristics. Identify students to accompany using chimes and bells.-Use a colour chart to know what bells to play in what order. Rehearse song ready for the Christmas concert performance-Practise putting all the elements together, singing, signing and tuned percussion 	<ul style="list-style-type: none"> Learn a melody of the song/hymn of the group's choice-Select a few songs for students to compare. What gives it a festive feel? -Use music vocabulary to describe, eg high singing, unison, repetition. Look at the differences between a carol and a hymn. Choose key words to sign to using Makaton-Learn up to three/four different Makaton signs per line to go with the singing. Identify how to perform a basic dance movement as a group when there is no singing. Perform the song at the Christmas Concert 	<ul style="list-style-type: none"> Explore characteristics of a Christmas song. Learn a melody of the song/hymn of the group's choice-Select a few songs for students to compare. What makes them 'Christmassy'?-Use music vocabulary to describe, eg high singing, unison, repetition. Select a carol/song for this year's performance. Identify part of a song to learn. Then explore song structure in the Class performance. Identify what a melody, a verse, and a chorus is. Also, learn up to three/four different Makaton signs per line to go with the singing. Perform the song at the Christmas Concert
Spring 1	Key area of understanding	Chinese New Year FOCUS: LISTENING AND PERFORMANCE ;	Chinese New Year FOCUS: LISTENING AND PERFORMANCE ;	Performing Rock 'n' Roll – Elvis Presley FOCUS: LISTENING AND PERFORMANCE
	Knowledge &	<ul style="list-style-type: none"> Understanding aspects of Chinese culture 	<ul style="list-style-type: none"> Understanding aspects of Chinese culture 	<ul style="list-style-type: none"> Understanding of where rock 'n roll comes

	skills development	<ul style="list-style-type: none"> Perform and evaluate performance of Dragon Dance Learn what a drone is -Explore where this is played on a keyboard and how it accompanies a melody. Perform and evaluate a Chinese folk song-use the elements from above in your performance. 	<ul style="list-style-type: none"> Perform and evaluate performance of Dragon Dance- Identify what a pentatonic scale, what a drone is, and what interval is used in a drone. Perform a drone and a melody together. and evaluate a Chinese Folk song 	<p>from-Explore the origins from the 1950s and how it linked back to Blues, also look back at the characteristics of the era: images such as cars, food such as milkshakes, diners etc., influenced the lyrics.</p> <ul style="list-style-type: none"> Identify Rock 'n' Roll instruments-Explore electric guitars and how the noise is made. Perform the root notes of C, F and G using one finger on the lower part of the keyboard, then develop and build a chord. Perform 12- bar chord structure for Hound Dog, with awareness of structure.
Spring 2	Key area of understanding	Ukuleles FOCUS: PERFORMANCE	Ukuleles FOCUS: PERFORMANCE	Performing Rock 'n' Roll – Elvis Presley FOCUS: LISTENING AND PERFORMANCE
	Knowledge & skills development	<ul style="list-style-type: none"> Understanding the history of the ukulele -Explore the role of the instrument through the ages Play a song using open strings -Explore how to follow a score and sequence the four strings as instructed. Perform a one -finger chord on the ukulele Perform a new song using a second one-finger chord, as a group. 	<ul style="list-style-type: none"> Understanding the history of the ukulele- Explore the role through the ages and compare/name two artistes from different eras. Use music vocabulary to compare how they differ. Learn the thumb brush strum and play with accuracy- Explore how a ukulele is amplified and the way it is designed Identify the names of the open strings and higher/lower pitch- Memorise the four strings Perform and evaluate a two-chord song using F and C. 	<ul style="list-style-type: none"> Explore what a chord is-Explore the different ways to play a chords, on guitar or piano. Then identify how to play a sequence of three finger chords Construct a rhythm pattern for Hound Dog, identifying the role of the drums, naming the different parts, and exploring how to play the bass drum on '1' and '3', and the snare drum on '2' and '4'. Perform a melody to Hound Dog with rhythm, chords and/or a melody.
	Key area of understanding	Happy & Sad: FOCUS: LISTENING/COMPOSING	Happy & Sad: FOCUS: LISTENING/COMPOSING	Performing Pop FOCUS: PERFORMANCE AND LISTENING
Summer 1	Knowledge & skills development	<ul style="list-style-type: none"> Identify characteristics of a happy song-whether the music is fast and high. Listen to examples of happy songs and identify. Explore how the words can make a song happy/sad -Look at the subject matter from the examples and pick out key words that convey a happy feeling. Identify that a happy melody starts on C, and a 'sad' melody starts on 'A' 	<ul style="list-style-type: none"> Identify characteristics of a happy song-whether the music is fast and high. Listen to examples of happy/songs and identify. Explore how the words can make a song happy/sad -Look at the subject matter from the examples and pick out key words that convey a happy feeling. Use things you like when writing a lyric about happiness- Create a mind map as a class on what makes the students happy. Create a lyric by changing the words to a popular song. Identify that a rhyming couplet happens at the end of the sentence and copy a melody in a song with your own words 	<ul style="list-style-type: none"> Understanding of what popular music is. - The differences between pop and Rock 'n' Roll, and identifying the changes in Pop Music as part of a timeline -Explore the last 50 years and how styles have evolved. Perform 'Rockin' All Over the World' to a backing track. Compose your own lyrics to a pop song with awareness of rhyme and structure. <ul style="list-style-type: none"> Perform your lyrics and sing to the group with drums and/or backing track in a full ensemble performance
Summ	Key area of understanding	Steel Drums FOCUS: PERFORMANCE	Steel Drums FOCUS: PERFORMANCE	Pop Song of the OOs FOCUS: PERFORMANCE

	Knowledge & skills development	<ul style="list-style-type: none"> • Identify where steel drum music comes from- Explore the origin of Caribbean Music and why the instruments were from specific materials. • Introduce the Steel Pan Drums and learn where the notes are. • Define what ‘call and response’ and ‘accompaniment’ is, and perform as a group. • Perform a melody and a rhythm track using the percussion grid and symbols. 	<ul style="list-style-type: none"> • Perform a melody and a rhythm track using the percussion grid • Play a harmony with the melody- Add this as an accompaniment. Try as an ensemble. • Explore the role of percussion in a steel pan performance. • Perform a percussion part from a score 	<ul style="list-style-type: none"> • Investigate characteristics of a pop band-use of electric instrument, amps • Learn how to play a riff over a chord structure Use Chasing Cars as a case study. <ul style="list-style-type: none"> • Identify how to play a piece and know what the chorus is -Explore how a verse and chorus work as part of a structure. Then identify chords of a pop song and play in sequence following a graphic score. • Learn the melody on keyboards or vocals. Then perform song with awareness of others.
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MTPs, that can be viewed and discussed upon request, provide in depth details for the full range of St Hugh’s learners.

		KS4TT	
		Y10	Y11
Autumn 1	Key area of understanding	BUILDING BRICKS FOCUS: LISTENING AND COMPOSITION	Feeling the Blues FOCUS: PERFORMANCE and COMPOSITION
	Knowledge & skills development	<ul style="list-style-type: none"> Look at how to play un-tuned percussion using the right action, hit, shake, scrape etc. Develop ways to compose music using symbols to instruct on action, high, low, fast, slow, loud, soft etc. Find ways to apply elements of music to tuned percussion and create a melody of your own Identify different sounds to match an image-Explore how long/short sounds and high/low sounds can create an effect 	<ul style="list-style-type: none"> Understanding of where blues music comes from-The origins of the music form 150 years ago and the links to the slave trade. Identify the characteristics of a blues song -Identify how the words are a story commonly sung by a poor man. Discover the roles of different instruments -Learn what instruments are commonly played in blues music, eg, guitar, piano, bass and drums. Perform as an ensemble a blues piece -As a pair or a small group perform a 12-bar blues piece with an improvised melody.
Autumn 2	Key area of understanding	Performance Skills & Singing: FOCUS: LISTENING and PERFORMANCE	Listening & Performance Skills FOCUS: LISTENING/PERFORMANCE
	Knowledge & skills development	<p>Explore the differences between a hymn and a carol, and how a pop song from the last 30 years is different from that</p> <ul style="list-style-type: none"> Explore characteristics of a Christmas song-.Also look at articulating the differences between a hymn and a carol. Choose a carol/song for this year's performance -Explore one segment of a song, e.g. chorus, and look at its characteristics. Identify how to use a colour score to know how to play hand bells as an accompaniment. Rehearse song ready for the Christmas concert performance using Makaton- Practise putting all the elements together, singing, signing and tuned percussion 	<ul style="list-style-type: none"> Explore characteristics of a Christmas song. Learn a melody of the song/hymn of the group's choice -Select a few songs for students to compare. What makes them 'Christmassy'? -Use music vocabulary to describe, e.g. high singing, unison, repetition. Select a carol/song for this year's performance. <ul style="list-style-type: none"> Identify key words to sign to using Makaton-Learn up to three/four different Makaton signs per line to go with the singing.
Spring 1	Key area of understanding	Mood Music FOCUS: COMPOSING	Music of the 1950s – Elvis Presley FOCUS: LISTENING AND PERFORMANCE
	Knowledge & skills development	<ul style="list-style-type: none"> Identify characteristics of a happy song-whether the music is fast and high. Listen to examples of happy songs and identify. Explore how the words can make a song happy/sad -Look at the subject matter from the examples and pick out key words that convey a happy feeling. Identify that a happy melody starts on C and that a 'sad' melody starts on 'A' -As a starting point, use this as a guide, then create a melody using five notes Discuss as a class thing you like, and write a lyric about happiness- Create a mind map as a class on what makes the students happy. Then compose a song lyric with your simple melody and using happy/sad words 	<ul style="list-style-type: none"> Check understanding of where rock 'n roll comes from-Explore the origins from the 1950s and how it linked back to Blues music Explore the characteristics of rock 'n' Roll-Explore how images such as cars, food such as milkshakes, diners etc, influenced the lyrics. Learn the chords to Jailhouse Rock with awareness of structure, and perform with other instruments.
S	Key area of	Rock'n Roll	Music of the 1950s – Jailhouse Rock

	understanding	FOCUS: LISTENING AND PERFORMANCE	FOCUS: LISTENING AND PERFORMANCE
	Knowledge & skills development	<ul style="list-style-type: none"> • Understanding of where rock 'n roll comes from-Explore the origins from the 1950s and how it linked back to Blues music • Explore the characteristics of rock 'n' roll -Explore how images such as cars, food such as milkshakes, diners etc., influenced the lyrics. • Perform chord structure for . Learn three chords on guitar or keyboard, or maybe just the root note. • Perform the whole song with awareness of structure. 	<ul style="list-style-type: none"> • Revisit the chord sequence work from the previous term and perform on keyboards • Identify how to play a sequence of three finger chords • Construct a rhythm pattern for Hound Dog-Explore how to play the bass on '1' and '3', and the snare drum on '2' and '4' • Identify a verse melody to Jailhouse Rock-Explore how the verse is different to the chorus • Perform a melody to Jailhouse Rock.
Summer 1	Key area of understanding	Music of the World FOCUS:PERFORMANCE and LISTENING	Modern Music FOCUS: COMPOSITION and LISTENING
	Knowledge & skills development	<ul style="list-style-type: none"> • Identify music of The World: African Drums, Caribbean Music, Samba Music, Western Music etc. -Explore the origins of World Music and why the instruments were from specific materials. Create a World Music Map. • Perform a steel drum melody to a backing track and explore the scale that steel drums use. • Look at African Drums and their origins-Explore different techniques, e.g.; Tone, Bass, Slap • Perform an African Drum ensemble with call and response and signalling 	<ul style="list-style-type: none"> • Identify characteristics of a pop band-use of electric instrument, amps • Learn how to play the riff to a beat with a pulse -Learn the riff for " on the keyboard (Vary this by doing this on guitar too. • Identify how to play a piece and know what the chorus is-Explore how a verse and chorus work as part of a structure. Identify chords or bass note of I'm a Believer and play in sequence following a graphic score. • Perform the parts together for I'm a Believer with awareness of others.
Summer 2	Key area of understanding	String Instruments FOCUS; LISTENING and PERFORMANCE	1960s Pop Music FOCUS: PERFORMANCE and LISTENING.
	Knowledge & skills development	<ul style="list-style-type: none"> • Explore the history of string instruments and the different types • Learn the basic parts of a guitar and basic techniques such as chords, strumming, tuning. Also different electric instruments and how the sound is made. • Explore ukulele and how to sequence an open-string song • Learn three chords on a ukulele/guitar and perform to class using various instruments, such as bass, electric guitar etc. 	<p>Understanding of what popular music is. - The differences between pop and Rock 'n' Roll - Identify the changes in Pop Music as part of a timeline-Explore the last 50 years and how styles have evolved.</p> <ul style="list-style-type: none"> • Compose your own lyrics to a pop song with awareness of rhyme and structure. • Perform your lyrics and sing to the group with drums and/or backing track in a full ensemble performance. Use 'Mercy' by Duffy as a template • Perform your 'Mercy' style composition with awareness of structure.

The above LTP demonstrates the progression and curriculum offer for the core of learners within the identified group. MTPs, that can be viewed and discussed upon request, provide in depth details for the full range of St Hugh's learners.

		345SH and 34BC
		LTP
Autumn 1	Key area of understanding	Action Songs and Movement FOCUS: Listening and Performance
	Knowledge & skills development	<ul style="list-style-type: none"> Learn body parts songs and with support use movement Speed up and slow down to a piece of music. Identify long short sounds Students to explore pitch, tempo, timbre and pitch Follow a graphic score, eg flashcards or PPT, to inform your performance.
Autumn 2	Key area of understanding	Keyboards/ Hand bells FOCUS: Listening and Performance
	Knowledge & skills development	<ul style="list-style-type: none"> Explore how to sequence bells using graphic score Look at how to perform an action on a tuned percussion instrument, e.g.: shake, blow, hit Identify students to perform with percussion to a Christmas song in an ensemble performance.
Spring 1	Key area of understanding	Creating Music using ICT FOCUS: Listening and Composing
	Knowledge & skills development	<ul style="list-style-type: none"> Access a scale using the Thumbjam app Create a Soundscape using the Bloom app independently Explore how to accompany live instruments using Ipad Perform a scale and change timbres to fit the accompaniment
Spring 2	Key area of understanding	Steel Drums and Percussion Focus: Listening and Performance
	Knowledge & skills development	<ul style="list-style-type: none"> Explore the action needed to create a sound on the steel drum Play a rhythm or part of a rhythm with intent Recognise steel drum music and accompany with other percussion, applying the right actions, e.g. pluck, shake, blow, hit etc. Perform with awareness of beat and tempo, and record student reaction(Happy, lively, sad etc.)
Summer 1	Key area of understanding	African Drums and Percussion FOCUS: Listening and Performance
	Knowledge & skills development	<ul style="list-style-type: none"> Learn how to change the sound of the drum with hand actions, e.g., tone, bass and slap Identify where the sound comes from Explore the dynamics of the drums and how to follow the leader through call and response and tempo. Listen to different styles of African Music and incorporate basic movements, e.g. side to side, rocking, clapping, banging tables, to show awareness of musical elements.
Summer 2	Key area of understanding	String Instruments FOCUS: Performing and Listening
	Knowledge & skills development	<ul style="list-style-type: none"> Explore ways of holding a string instrument Learn how to pluck and strum a string instrument with support Play an electric guitar and react to the vibrations. Play long and short notes. Where does the sound come from (amp)? Look at different string instrument and match with pictures. Match with settings, e.g. orchestra, rock concert etc.

The above LTP demonstrates the progression and curriculum offer for the core of learners within the identified groups.

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