



Eastlea
COMMUNITY SCHOOL

Long Term Plan

Music

KS3 (Year 7-9)

By Philippa Hardiman
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Subject intent/vision:

Music at KS3 supports students in forming personal and meaningful relationships with music through the development of both practical skills and theoretical knowledge. Students deepen their technical skills, and engage critically, analytically and creatively with a wide range of music and musical contexts from different historical periods to modern day. Students are also encouraged to explore their understanding of music from different cultures and in the expression of personal and collective identities. At Eastlea we want to give students the opportunity to be life-long musicians, by providing inspiring experiences, developing cultural capital, and delivering high quality classroom and instrumental teaching.

To enable all students to achieve, our subject curriculum is underpinned by the following principles:



Ambitious - Students are taught a variety of musical notation, instruments, performance styles and composition. Students are also offered musical instrument tuition by expert staff and are pushed to reach the highest level. All students are offered instrumental / vocal lessons with exceptional peripatetic teachers who push students to the best of their musical ability.



Sequenced / Spiral - We constantly return to the three components of music, Performing, Composing and Listening to build on these skills, re-using musical vocabulary to reinforce understanding.



Literacy - Students become musically literate by learning to understand scores on the stave or with tab. Subject specific musical vocabulary is embedded into the curriculum so students feel confident in explaining and writing about music.



Cultural Capital - Students are given opportunities to experience high quality live music in London and beyond. Students are also encouraged to attend numerous extra curricular musical clubs, with performance opportunities in and out of school.

Long term plan

	Y7	Y8	Y9
AUT 1	BIG SING (Performance) Skills Development: Vocal techniques including projection, posture and vocal intonation. Students are also taught how to sing in unison, canon and as part of a multiple part choir in SA voicing. Focus: Musicians: Various Style: Various, including a song in another language. ASSESSMENT: Audio recording and class performance.	BIG SING Part 2 (Performance) Skills Development: Vocal techniques including projection, posture and vocal intonation. Students are also taught how to sing in unison, canon and as part of a multiple part choir in SSA voicing. Students will also build the confidence to take on the role of a soloist. Focus: Musicians: Various Style: Various, including a song in another language. ASSESSMENT: Audio recording and class performance.	BIG SING Part 2 (Performance) Skills Development: Vocal techniques including projection, posture and vocal intonation. Students are also taught how to sing in unison, canon and as part of a multiple part choir in SSAA voicing. Students will also build the confidence to take on the role of a soloist. Focus: Musicians: Various Style: Various, including a song in another language. ASSESSMENT: Audio recording and class performance.
AUT 2	KEYBOARD Development Part 1 (Performance & Notation) Skills Development: Intro to keyboard including note names, technique teaching correct keyboard intonation and notation. Students will learn finger numbers for keyboard playing, students able to play arpeggios and scales using correct fingers, introduction to straight and dotted rhythms in right hand melodies in the C major and F major. Left hand bassline, chord playing in conjunction with a right hand melody and independent limb playing between the two hands. Students will also develop their understanding of notation covering note duration, dotted notes, syncopation and pitch names. Focus: Scales, arpeggios and exercises, Changing places pieces levels 3-6 (LH and RH) Musicians: Style: Classical ASSESSMENT: Audio recording of individual performances	KEYBOARD Development Part 2 (Performance & Notation) Skills Development: Recapping keyboard skills and notation reading including note names, technique teaching correct keyboard intonation and notation. Students will recap learn finger numbers for keyboard playing, students able to play arpeggios and scales using correct fingers, introduction to straight, dotted rhythms and tied rhythms in right hand melodies in the C major and F major and G major. Left hand bassline, chord playing in conjunction with a right hand melody and independent limb playing between the two hands. Students will also develop their understanding of notation covering note duration, ties, dotted notes, syncopation and pitch names. Focus: Scales, arpeggios and exercises Musicians: Style: Classical ASSESSMENT: Audio recording of individual performances (House)	KEYBOARD Development Part 3 (Performance & Notation) Skills Development: Intro to keyboard including note names, technique teaching correct keyboard intonation and notation. Students will learn finger numbers for keyboard playing, students able to play arpeggios and scales using correct fingers, introduction to straight, dotted rhythms, tied and triplet rhythms in right hand melodies in the C major, F major and G major and D major. Left hand bassline, chord playing in conjunction with a right hand melody and independent limb playing between the two hands. Students will also develop their understanding of notation covering note duration, ties, slurs, dotted notes, triplets, syncopation and pitch names. Focus: Scales, arpeggios and exercises Musicians: Style: Classical ASSESSMENT: Audio recording of individual performances

SPR 1	Programme Music (Composing and Appraising) Skills Development: Students will use performance to develop their understanding of the orchestra and their characteristic sound. Students will compose using the different instrument sounds to represent the characters from Peter and the Wolf. Students will also develop their understanding of notation, including faster note identification through playing. Focus: The musical elements instrument identification and keyboard skills. Musicians: Sergei Prokofiev Style: Classical ASSESSMENT: Video recording of class performances.	Film Composition Part 1 (Composing and Appraising) Skills Development: Understanding the key musical elements used in Film Music and how these features affect the mood of a picture. Students will create leitmotifs, non-diegetic music. They will also develop their understanding of tonality, instrumentation, and dynamics appropriate to different styles and genres of film music. Students will also develop their ability to implement melodic and harmonic devices in their compositions including: sequences, imitation, drones or pedal notes and cluster chords as well as their use of consonance and dissonance and silence. Focus: Compose music for clips from a variety of films in different genres including action, romance, spooky and thriller. Musicians: Hans Zimmer, John Williams, Foley Artists Style: Film Music ASSESSMENT: Logic file handed in performance.	Film Composition Part 2 (Composing and Appraising) Skills Development: Understanding the key musical elements used in Film Music and how these features affect the mood of a picture. Students will create leitmotifs, non-diegetic music. They will also develop their understanding of tonality, instrumentation, and dynamics appropriate to different styles and genres of film music. Students will also develop their ability to implement melodic and harmonic devices in their compositions including: sequences, imitation, drones or pedal notes and cluster chords as well as their use of consonance and dissonance and silence. Focus: Compose music for clips from a variety of films in different genres including action, romance, spooky and thriller. Musicians: Hans Zimmer, John Williams, Foley Artists Style: Film Music ASSESSMENT: Logic file handed in performance.
SPR 2	INTRODUCTION TO DJING (Performing and Arranging) Skills Development: learn how to use Roland DJ 202 controllers and understand the function and name of the parts and sections of the controller. Students will also have the opportunity to learn basic DJ skills including beat matching, blending of songs from the same and different genres and mixing. Students also learn how to use and navigate the DJing software Serato. Students will also develop their understanding of musical features such as ostinato, texture, tempo, tonality and structure and their importance when DJing and in the music production industry. Students will be able to perform a simple mix, and have opportunities to experiment with mixing their own music.. Focus: Create performance	DJING Part 2 (Performing and Arranging) Skills Development: learn how to use Roland DJ 202 controllers and recap the function and name of the parts and sections of the controller. Students will also have the opportunity to develop their DJ skills by revising their understanding and skills of beat matching, blending of songs from the same and different genres, mixing, scratching and tempo manipulation. Students also learn how to use and navigate the DJing software Serato. Students will also develop their understanding of musical features such as ostinato, texture, tempo, tonality and structure and their importance when DJing and in the music production industry. Students will be able to perform a simple mix, and have opportunities to experiment with mixing their own music..	DJING Part 3 (Performing and Arranging) Skills Development: learn how to use Roland DJ 202 controllers and recap the function and name of the parts and sections of the controller. Students will also have the opportunity to develop their DJ skills by revising their understanding and skills of beat matching, blending of songs from the same and different genres, mixing, scratching and tempo manipulation. Students also learn how to use and navigate the DJing software Serato. Students will also develop their understanding of musical features such as ostinato, texture, tempo, tonality and structure and their importance when DJing and in the music production industry. Students will be able to perform a simple mix, and have opportunities to experiment with mixing their own music.. Focus: Create performance

	Musicians: Ne- Yo - Closer (RnB) Fish Go deep - Cure and the Cause (Funky House) Bucie - Get over it (Soulful House)	Musicians: Ne- Yo - Closer (RnB) Fish Go deep - Cure and the Cause (Funky House) Bucie - Get over it (Soulful House) Black Coffee - Superman (Afro House) Shaun Escoffery - Days Like This (House) Dennis Ferrer - How Do I let Go (Soulful House) Assessment: Screen recorded mix.	Musicians: Various Assessment: Screen recorded mix.
SUM 1	UKULELE Development (Appraising & Performance) Skills Development: Skills Students will learn how to read tablature notation and chord symbols. They will develop their playing by learning riffs and melodies using fingerstyle technique and then develop their strumming technique through learning chords. Students will also learn how to name and identify the open strings on the ukulele as well as the key parts of the ukulele. Focus: Scales, arpeggios and exercises, pop and rock riffs, Chords / melody on the Focus: Five Years Time - Noah and the Whale Musicians: The Beatles, Ed Sheeran, Sam Smith, Camilla Cabello, Bruno Mars Style: Pop ASSESSMENT: Audio recording of individual performances	Guitar Development Part 1 (Appraising & Performance) Skills Development: Students will learn how to read tablature notation and chord symbols. They will develop their playing by learning riffs and melodies using classical fingerstyle technique and then develop their strumming technique through learning chords. Students will also learn how to name and identify the open strings on the guitar as well as the key parts of the guitar. Students will be able to identify the sounds of different guitars and guitar effects. Focus: Scales, arpeggios and exercises, pop and rock riffs, Extension: ABRSM Grade 1 piece Jasmine Flower Musicians: Various Style: Classical, Pop and Rock ASSESSMENT: Audio recording of performance.	Guitar Development Part 2 (Appraising & Performance) Skills Development: Students will learn how to read tablature notation and chord symbols. They will develop their playing by learning riffs and melodies using classical fingerstyle technique and then develop their strumming technique through learning chords. Students will also learn how to name and identify the open strings on the guitar as well as the key parts of the guitar. Students will be able to identify the sounds of different guitars and guitar effects. Focus: Scales, arpeggios and exercises, pop and rock riffs, Extension: ABRSM Grade 2 piece Musicians: Various Style: Classical, Pop and Rock ASSESSMENT: Audio recording of performance.

SUM 2	3 CHORD BAND PROJECT (Performing and Arranging) Skills Development: Students will learn and arrange a version of their chosen pop song from the ones provided. Students will develop their instrumental skills on the ukulele, drumkit, bass guitar and keyboard, as well as developing their vocal skills. Students will also develop their ensemble skills, sense of pulse, intonation, confidence and musicianship. Students will learn how to successfully rehearse as a band. They will learn the role of the different instruments and how to describe playing using accurate musical language and describe sections of the music using specific key structure vocabulary. Focus: Students choose one of the 3 chord songs and in groups arrange and perform it for the class. Musicians: Varied Style: Pop / Rock / RnB ASSESSMENT: Audio recording of performance in groups.	4 CHORD BAND PROJECT (Performing and Arranging) Skills Development: Students will learn and arrange a version of their chosen pop song from the ones provided. Students will develop their instrumental skills on the guitar, drumkit, bass guitar and keyboard, as well as developing their vocal skills. Students will also develop their ensemble skills, sense of pulse, intonation, confidence and musicianship. Students will learn how to successfully rehearse as a band. They will learn the role of the different instruments and how to describe playing using accurate musical language and describe sections of the music using specific key structure vocabulary. Focus: Students choose one of the 4 chord songs and in groups arrange and perform it for the class. Musicians: Varied Style: Pop / Rock / RnB ASSESSMENT: Audio recording of performance in groups.	Sub-Saharan African Drumming (Performing and Arranging) Skills Development: Students will develop their reading of notation. They will develop their playing skills by learning ostinatos, cross- rhythms and polyrhythms. Students will also learn how to name and identify the different instruments used in this style of Music. Focus: Rhythms, Pulse, Polyrhythms, Cross Rhythms, Syncopation, Ostinatos. Style: Traditional: Sub-Saharan African drumming music. ASSESSMENT: Audio recording of individual performances
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Learning Resources:

Eastlea Music YouTube channel	Students are also advised to subscribe to the Department's YouTube channel "Eastlea Music", which includes links to useful online materials, tutorials, revision videos, and playlists. https://www.youtube.com/channel/UCf2Ep0r-avUz_0h68zPTXcA
BBC Bitesize	https://www.bbc.co.uk/bitesize/examspecs/zbmct39
Online theory training:	www.teoria.com (general theory training and exercises) https://www.musictheory.net/exercises/note (reading notation - pitch)