

| | <i>Autumn 1</i> | <i>Autumn 2</i> | <i>Spring 1</i> | <i>Spring 2</i> | <i>Summer 1</i> | <i>Summer 2</i> |
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| 7 | <p><i>Ostinato & ensembles</i></p> <p>Group performance of Hit the Road Jack - some keyboard skills, singing and other instruments explored. Team working skills, timing and rhythm.</p> <p>Assessment keyboard performance. W/C 13/12</p> | <p><i>Keyboard skills</i></p> <p>Learning Yellow Submarine melody and chords, singing. Focus on paired performances then solo putting hands together on keyboard. Extension for Morning by Greig. Focus on listening and performance</p> <p>Assessment ensemble performance. W/C 18/10</p> | <p><i>Samba/ Music tech</i></p> <p>Introduction to music from Brazil, reading rhythms and group performance using various Samba instruments playing independent parts. Writing own rhythms for own multi-layered percussion with music technology introduction - recording own samba rhythms.</p> <p>Assessment samba performance and composition. W/C 7/2</p> | <p><i>Ukulele</i></p> <p>Ukulele introduction to chords, strumming and melody. Focus on composition and performance.</p> <p>Assessment ukulele performance. W/C 28/3</p> | <p><i>Major/Minor/ Pentatonic</i></p> <p>Introduction to three different scales and feels in music. How they are used and how they can be made and adapted. Performance and listening oriented.</p> <p>Assessment on listening and performance of scales. W/C 16/5</p> | <p><i>Music for events</i></p> <p>Investigating how different events can be composed for, what characterises moods and feelings for events. Focus on listening and composition with use of music technology and utilising the elements of music.</p> <p>End of year exams late June. Assessment on composition. W/C 4/7</p> |
| 8 | <p><i>Rock n Roll</i></p> <p>Learn different parts for Rock around the Clock (intro and verse/solo)</p> <p>Learn about social/economic background to RR including Segregation and links to blues. Performance and listening.</p> <p>Assessment solo performance. W/C 13/12</p> | <p><i>Keyboard skills</i></p> <p>To develop good keyboard skills - correct fingers used for scales, chords - both hands together.</p> <p>To develop an understanding of notation and rhythm reading. Pieces include Ode to Joy, Tetris theme, Hall of the Mountain King.</p> <p>Assessment ensemble performance. W/C 18/10</p> | <p><i>Songwriting</i></p> <p>Learn about diatonic chords and chord sequence- how to present chords in block and arpeggio and combine with beats. How to compose a melody using chord tones. Lyric writing. Composing and performing. Music technology refresher - recording own songs with singing/lyrics.</p> <p>Assessment on composition. W/C 7/2</p> | <p><i>Ukulele</i></p> <p>Ukulele refresher to perform chords, strumming and melody for New World Symphony and Ode to Joy. Focus on performance.</p> <p>Assessment ensemble performance. W/C 28/3</p> | <p><i>Scales, chromatic & Film Music</i></p> <p>Refresher for three scales and feels in music. Introduction to composing with chromatic scale and harmony types. How they are used and how they can be made and adapted. Playing themes from James Bond and Psycho. Performance and listening oriented</p> <p>Assessment solo performance. W/C 16/5</p> | <p><i>Music for media/film composition</i></p> <p>How to use different scales learned along with the other elements of music to create and reflect particular moods, emotions. How to record and edit music to synchronise for film using music technology. Combine music/sound with a film clip to create own movie file.</p> <p>End of year exams late June. Assessment on composition/arrangement. W/C 4/7</p> |

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| 9 | <p>Indian music Learning about raga, tala and drone, they will use these concepts to create a short piece. Basic structure of Indian Classical music and explore the way improvisation is used in melody and rhythmic parts. Also start to recognise the sounds of the instruments and their names. Focus composition and improvisation. Assessment on composition. W/C 18/10</p> | <p>Blues Learning about the musical structure of twelve bar blues and the way that the blues scale is used for improvisation. Investigating the historical and musical significance of this style of music and be able to make decisions about performing a piece in this style. Improvisation. Assessment ensemble performance. W/C 13/12</p> | <p>African drumming Introduction to this music from Africa - reading rhythms and group performance using various percussion instruments playing independent parts. Writing own rhythms for own multi-layered percussion. Optional music technology use. Focus on performance and composition. Assessment ensemble performance and composition. W/C 7/2</p> | <p>Ukulele and the four chord song Refresher of ukulele skills on chords and strumming. Refresher on diatonic chord sequences and introduction to the four chord song. Own choice of “four chord song” for a group performance including vocals. Focus on listening and performance. Assessment ensemble performance. W/C 28/3</p> | <p>Western Classical music Introduction to the history of music and its development through time to the current day. Performance and reading for Pachelbel’s Canon in groups performing independent but interlocking parts. Assessment ensemble performance. W/C 16/5</p> | <p>Remix/covers After learning individual parts of a song and then start to develop a small ensemble performance of this. Some may wish to do this as an arrangement using music technology. They will learn how to manipulate the parts of the song in order to play/perform in a particular style, they will concentrate on mastering ensemble skills or manipulating music technology. End of year exams late June. Assessment on composition/arrangement. W/C 4/7</p> |
| 10 | <p>1: Exploring Music Products and Styles A: Develop appreciation of styles and genres of music A1 Genres/eras of music A2 Development of music Focus on decades/eras/styles overview.</p> | <p>1: Exploring Music Products and Styles A3 Stylistic features and characteristics (music theory) Rhythmic techniques, Scales and modes, harmony, melodic techniques, technology, performance and product types.</p> | <p>1: Exploring Music Products and Styles Explore creating original music, producing music. Support for assignment – Component 1, Learning aims A and B. <i>(Feedback & resubmission on assignment – Component 1, Learning aims A and B in next half term)</i> Draft assessment on project work component 1, late Feb.</p> | <p>2: Music Skills Development A: Exploring professional and commercial skills for the music industry Investigate expectations and personal skills required, methods of capturing & communicating music skills development. <i>Support for assignment – Component 2, Learning aim A & submission.</i> Assessment on project work component 1, early May.</p> | <p>2: Music Skills Development B: Applying and developing individual musical skills and techniques B2 Development of music skills and techniques Develop music performance skills & creation skills</p> | <p>2: Music Skills Development B: Applying and developing individual musical skills and techniques B2 Development of music skills and techniques B1 Development of technical music skills and techniques Music production skills, skills audit for different disciplines and personal/professional music skills. Assessment on project work component 2a, end July.</p> |

1: Exploring Music Products and Styles & 2: Music Skills Development

1.Explore creating original music, producing music.
Support for assignment – Component 1, Learning aims A and B.

(Feedback & resubmission on assignment – Component 1, Learning aims A and B in early next half term)

2A:Exploring professional and commercial skills for the music industry

Investigate expectations and personal skills required, methods of capturing & communicating music skills development.
Assessment on project work component 1 , early Oct.

2: Music Skills Development

A:Exploring professional and commercial skills for the music industry cont.

B: Applying and developing individual musical skills and techniques
B2 Development of music skills and techniques

Develop music performance skills & creation skills

Support for assignment – Component 2, Learning aim A & submission. (feedback & resubmission on assignment early next term)

Assessment on project work component 2a, Early Nov.

2: Music Skills Development 3:Responding to Commercial Music Brief

2B & B2
2B1 Development of technical music skills and techniques

Develop music performance skills & creation skills

Music production skills, skills audit for different disciplines and personal/professional music skills.

3A: Understand how to respond to a commercial music brief
A, A2, A3 -EXAMINE
Features of a commercial music brief
plan to meet the BRIEF demands & constraints & intentions
Assessment on project work component 2b, late Jan.

2: Music Skills Development & 3:Responding to a Commercial Music Brief

2B&B1
Explore the creation of a development plan.

Support for assignment & submission – Component 2, Learning aim B

3B: Select and apply musical skills in response to a commercial music brief
B1 Develop and produce a response to a client brief
B4 Personal management
B3 Refining musical material
B2 Refining musical skills for a musical product

(Component 3 external set task available)

Draft assessment of component 3 outlines, April.

3:Responding to a Commercial Music Brief

C: Present a final musical product in response to a commercial music brief
C2 Quality of outcome
C3 Presenting own work to a client
C4 Relation of final product to the brief
C1 Reviewing work based on client needs
D1 Commentary on the creative process
D2 Reflect on the outcome of the musical product

Activity 1 & 2 of set task

Draft assessment of component 3 project work, May.

3:Responding to a Commercial Music Brief

Activity 1 & 2 of set task

Activity 3 of set task
Submission deadline for Component 3 external set task

Assessment on project work component 3 EXTERNALLY ASSESSED Date TBC June.