



| Key Learning Constructs to be developed over the academic year. – Core Knowledge | Scheme of Learning Autumn Term | Scheme of Learning Spring Term - | Scheme of Learning Summer Term |
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| <ul style="list-style-type: none"> Basic knowledge of common instruments Basic knowledge of reading & writing common types of notation including Graphic scoring Rhythm Grids Chord charts TAB Traditional western notation Development of basic rehearsal skills Basic knowledge of voice types Basic knowledge of warm-up methods Conducting skills | <p>1&2 - Ensemble Skills</p> <p>Part 1 The Band project - knowing instruments</p> <ol style="list-style-type: none"> Baseline Assessment The Drum Kit The Piano/Keyboard The Guitar The Bass Guitar A: Written Assessment on instrument knowledge to 'graduate' to Band Project 2 <p>Part 2 The Band project – being in a band</p> <ol style="list-style-type: none"> Setting up as a band – amps, leads & safety Choice of songs to choose from Rehearsal skills – personal practice *FFF Rehearsal skills - rehearsal organisation Practice 5) Practice Perform A: Filmed Performance | <p>3 - Elements of Music 4 - Rhythm & Tempo</p> <p>Part 3 Elements of Music</p> <ol style="list-style-type: none"> Developing Musical Vocabulary (elements song) Understanding Graphic Scoring & Creating Graphic scores Adding dynamics & improving scores Paired rehearsal of graphic scores *FFF A: Written Assessment - musical- elements A: Filmed Performance (incl. Score) <p>Part 4 African Beats</p> <ol style="list-style-type: none"> Pulse, Polyrhythm, Ostinato & Circle Playing Understanding note & rest values – rhythm clock Writing & reading notes & rests (16 bar rhythms), systems & bars Polyrhythms, improvisation & cues in African music - pupils creating own performance A: Written Assessment – rhythm <p>And refining performances</p> <ol style="list-style-type: none"> A: Filmed Performance | <p>5 – Melody and Harmony 6 – Wild Card</p> <p>Part 5 Piano Legend</p> <ol style="list-style-type: none"> Understanding note pitches & identifying pitches on the keyboard – using RH Playing melody with RH, fingering, engrams, muscle memory & breaking down Using LH – single pitch/chords Rehearse *FFF Rehearse & A: Written Assessment – pitch A: Filmed Performance <p>Part 6 A Capella</p> <ol style="list-style-type: none"> Creative SATB vocal layering. SATB voice types & relative pitches Conducting, score-reading & part-singing - 'sound' scores - class rehearsal Score writing in parts PLUS dynamics Rehearsing – developing vocal layers from pupil scores *FFF Rehearsing – developing vocal layers from pupil scores A: Filmed Performance |
| <p>Hinterland Knowledge</p> | <p>Parts 1 & 2</p> <p>Universal use of primary chords in 'western music'</p> <p>Music & Mental Health</p> <p>Paul Simon & Ladysmith Black Mambazo – music as catalyst for change. International awareness & condemnation of Apartheid</p> <p>Bands & breakups. Communication in relationships – independence & inter-dependence.</p> | <p>Part 3</p> <p>Avant-garde in music – Ligeti. Being unique & having 'vision'.</p> <p>Relationship of sound & image/architecture. Britten War Requiem for reconsecration of Coventry cathedral. Allegri Misere & Vatican.</p> <p>Programme Music. Saint Saens – Carnival of the Animals</p> <p>Part 4</p> <p>Polyrhythmic music of sub-saharan Africa. Role and use in communities</p> | <p>Part 5</p> <p>Beethoven Symphony No.9 - triumph over adversity</p> <p>Stevie Wonder – triumph over adversity</p> <p>Ravel – Piano Concerto for LH - triumph over adversity</p> <p>Part 6</p> <p>Use of music in creative industries – advertising</p> <p>Historical context of singing – Gregorian chant, Castrati, Sacred/Secular, Storytelling, Battle preparation, celebration, mourning, sports & entertainment</p> |

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| <p>Assessment: -Formative Techniques</p> <p>-Summative Pieces</p> | <ul style="list-style-type: none"> *FFF (filmed formative feedback) Strength/Next Step Plenaries & Plenarettes 'I think', 'because', 'however' peer feedback model Live personalised observation & feedback | | |
| <p>Key Vocabulary</p> | <p>Part 1 A: Written Assessment on instrument knowledge to 'graduate' to Band Project 2</p> <p>Part 2 A: Filmed Performance</p> | <p>Part 3 A: Filmed Performance (incl. Score) A: Written Assessment - musical- elements</p> <p>Part 4 A: Filmed Performance A: Written Assessment – rhythm</p> | <p>Part 5 A: Filmed Performance A: Written Assessment – pitch</p> <p>Part 6 A: Filmed Performance</p> |
| <p>Key Skills</p> | <p>Part 1</p> <p>Vocab: Drum Kit – snare, kick/bass, hi-hat, tomtom, crash, ride Piano – A-G, triad/chord, major/minor Bass Guitar - head, neck, body, frets, TAB, open strings Guitar - head, neck, body, frets, TAB, open strings, chords, amp, input, jack, strum, pick, chord chart beat, timing, count-in</p> <p>Part 2</p> <p>Vocab: Same as above, plus... Rehearsal skills – count-in & sectionals <u>Basics of playing in a group</u></p> | <p>Part 3</p> <p>Vocab: Dynamics – (pp-ff, crescendo/dim) Duration, Timbre (harsh/soothing naming instrumentation) etc.) , Tempo, Texture, Harmony (major/minor/atonal) , Melody, Structure, Silence, Pitch, <u>Graphic Scoring with dynamics</u> <u>Performing Graphic score</u></p> <p>Part 4</p> <p>Vocab: Pulse, beat, tempo, polyrhythm, cross-rhythm, ositinato Barlines & systems, note values (crochet, quaver, minim, semibreve, semiquaver) Call & response, djembe, agogo bell, shaker, guiro, improvisation, count in, cue</p> | <p>Part 5</p> <p>Vocab: Note pitches A-G & flats & sharps, time signature note values recap, melody, harmony, timing, metronome, fluency, accuracy, tempo, fingering bars/barlines & systems, <u>Reading & performing 16 bar piece</u></p> <p>Part 6</p> <p>Vocab: SATB, solo, unison, duet, trio, a-capella warm-up Conducting, round, call & response, warm-up, breath control, dynamics <u>Reading & performing vocal graphics</u></p> |
| <p>Opportunities Outside the taught Curriculum.</p> | <p>Lunchtime clubs - Glee Thurs Music Club – Weds External performances – nearer christmas Peripatetic lessons – all insts Christmas show participation Collective worship singing</p> | <p>Lunchtime clubs - Glee Thurs Music Club – Weds Peripatetic lessons – all insts Collective worship singing Orchestral Trip – Feb/March Y9/10 London Arts Trip – Jan/Feb</p> | <p>Lunchtime clubs - Glee Thurs Music Club – Weds Peripatetic lessons – all insts Collective worship singing</p> |