



Key Learning Constructs to be developed over the academic year. – Core Knowledge	Scheme of Learning Autumn Term 1&2 - Ensemble Skills	Scheme of Learning Spring Term - 3 - Elements of Music 4 - Rhythm & Tempo	Scheme of Learning Summer Term 5 – Melody and Harmony 6 – Wild Card
<ul style="list-style-type: none"> Basic understanding of chords in root position Knowledge of traditional song structure Use & application of chord charts & lyric writing Basic rehearsal skills & associated language Basic understanding of orchestral music, composers, conductors/techniques, and instrumental families Recognising & performing a wider range of rhythms within context of Samba music Basic understanding of traditional western notation: sharps/flats, repeats, clefs etc. Extending use of Graphic Scoring to incorporate specific musical effects 	<p>Part 1 Unplugged Idol 1</p> <ol style="list-style-type: none"> Understanding chords - semitones, triad, major, minor, sharp, flat, root 3rd, 5th, triad Understanding song structure, intro V1, bridge, chorus etc. Intro to Ukelele, chord charts, song/lead sheets – Riptide - whole class perf Reading TAB, Melodic 'hook', whole class perf of Blinding Lights The Cajon, Tapa, construction, technique and basic beats A: Written Assessment on instrument knowledge to 'graduate' to Acoustic Band <p>Part 2 Unplugged Idol 2– being in a band</p> <ol style="list-style-type: none"> The cycle of 5ths & application within song context – creating harmonic song structure Lyric writing, syllabic elements, rhyme scheme - developing lyrics about world or personal issue - Yellow Taxi, somewhere over rainbow Rehearsal skills & objectives – planning meeting Practical rehearsing - Cue/corners/count ins Rehearse *FFF A: Filmed Performance 	<p>Part 3 The Orchestra</p> <ol style="list-style-type: none"> Conducting & great conductors Evolution of the Orchestra The sections – Wind & Brass (& articulation stacc, leg, accented) The sections – Strings & Percussion Instrument families assessment task & Instrument recognition by ear - Group card sorts Using adjectives to describe musical qualities ie. 'beautiful melody', 'menacing accompaniment' A: Written Assessment <p>Part 4 Samba</p> <ol style="list-style-type: none"> The instruments, cues & directions – class rehearsal Syncopated & Off-beat rhythms using TeachGadget, understanding 'aural' cues & developing whole class performance Accented & Triplet rhythms - using TeachGadget, developing whole class performance Dotted rhythms & improvisation - Freestyle sections with pupils improvising within whole class performance Planning and rehearsal of smaller group performances A: Filmed Performance 	<p>Part 5 Titanic Songs</p> <ol style="list-style-type: none"> Key signatures – sharps flats & naturals reading 'Hedwigs theme' Time signatures, G major treble clef – 1st half clef RH only 1st & 2nd time bars - playing 2nd half the Bass Clef - LH & RH 1st half LH & RH 2nd half, plus A: Written Assessment - pitch A: Filmed Performance <p>Part 6 Film Scoring</p> <ol style="list-style-type: none"> Understanding Film Music & use of Ostinato Underscoring through Graphic scoring & particular colouristic effects Pedals, accent, cluster, trills, accel, ral) creating graphic score. Leitmotif, arpeggio, major/min/chromatic/dissonant Creating Graphic Score for final paired piece *FFF Rehearsing from Graphic Score, Improving & refinement A: Filmed Performance
<p>Hinterland Knowledge</p>	<p>Parts 1 & 2</p> <p>Music & architecture – Taj Mahal, Eiffel Tower etc.. Visual vs. Auditory desire for symmetry</p> <p>Body image and music role in supporting mental health Israel Kamakawiwo'ole</p>	<p>Part 3</p> <p>Cities associated with Orchestra's. International traditions surrounding classical music</p> <p>General backgrounds of key composers & conductors</p>	<p>Part 5</p> <p>Music to Picture</p> <p>Fate of the Titanic</p> <p>Immigration</p>

	Music as a catalyst for change & critique of society – Yellow Taxi	Concert etiquette. Symphonies, movements – and clapping Part 4 Samba traditions, location, instruments & culture Upcycling & recycling - use of home-made perc insts. Costume, imagery, identity & communication	Subjugation of the poor by the privileged Part 6 Film industry – relationship between director/composer Roles within Film Industry Emotional manipulation (through music)
Assessment: -Formative Techniques -Summative Pieces	<ul style="list-style-type: none"> *FF (filmed feedback) *Filmed Final Feedback Strength/Next Step Plenaries & Plenarettes 'I think', 'because', 'however' peer feedback model Live personalised observation & feedback 		
	Parts 1 A: Written Assessment on instrument knowledge to 'graduate' to Acoustic Band	Part 3 A: Written Assessment	Part 5 A: Filmed Performance A: Written Assessment - pitch
	Part 2 A: Filmed Performance	Part 4 A: Filmed Performance	Part 6 A: Filmed Performance
Key Vocabulary	Part 1 Vocab: Understanding chords, triad, root, 3 rd , 5 th , major, minor, flat, sharp – Melody & accompaniment Understanding song structure & layers (melody - sung or hook & accompaniment) & entry of insts to create impact in different sections) Cajon, Tapa Knowing how to use Cycle of 5ths to create chord progression, Major, Minor, Root 3 rd 5 th , sharps & flats, Lead sheets, TAB, 'hook' Cue, 'corners', timing, count-in, organisation Part 2 Knowing how to use Cycle of 5ths to create chord progression, Cue, 'corners', timing, count-in, organisation	Part 3 Vocab: Strings, Brass, Woodwind, Percussion, main insts within each section Conducting 4/4 ¾ 2/4, time signatures Baroque, Classical, Romantic, 20 th C Expression (Dynamics pp-ff cresc/dim) plus... Maj/minor/atonal/chromatic Staccato/legato Accented notes Part 2 Vocab: Surdo, Repenique, Caixa, Agogo Bell, Ganza, Reco Reco, Timbale Rhythms: Syncopated, dotted, triplets, accented Ostinato, Polyrhythm, Call & Response recap	Part 5 Vocab: Understanding sharps/flats/naturals (writing out notes of Hedwig's theme) Bass clef (plus worksheets) Repeat marks, 1 st & 2 nd time bars Part 6 Vocab: Ostinato, Leitmotif, Pedal note, Trill, Dissonant, Consonant, Cluster chords, Cymbal Roll, Accelerando, Rallentando, Underscore Dynamics, chromatic
Key Skills	Part 1 <ul style="list-style-type: none"> Reading chords, TAB & lead sheets Understanding song structure & chord sequences & how lyrics work within this context Part 2 <ul style="list-style-type: none"> Developing organisation, songwriting, rehearsal & group-working skills 	Part 3 <ul style="list-style-type: none"> Understanding art of conducting Developing knowledge of Orchestral Tradition & instruments Developing ability to accurately describe application of musical elements – analysis skills Part 4 <ul style="list-style-type: none"> Extending knowledge of rhythms Developing group playing & leadership skills 	Part 5 <ul style="list-style-type: none"> Independence - reading conventional notation Resilience & Managing frustration Organisation and strategic approach to problem solving Confidence to perform with and for others Part 6 <ul style="list-style-type: none"> Planning Engaging emotionally with others, visuals Taking direction, Planning & Creativity

			<ul style="list-style-type: none"> • Understanding & executing specific musical effects • Confidence to perform with and for others
Opportunities Outside the taught Curriculum.	<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>

