



| 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 |
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| <ul style="list-style-type: none"> • Notation knowledge & application • Independent & group rehearsal skills • Music development in various times & cultures • Melody & Harmony – links between them • Sequencing • Music effects • Minimalism & related terms | <p>Part 1: Notation – Indie Artist</p> <ol style="list-style-type: none"> 1) Note pitches & values recap in Treble & Bass, sharps, flats, naturals 2) Understanding extended Chords & inversions 3) Drum Clef & TAB review - transposing instruments 4) 5) Individual target setting to extend notation reading on chosen instrument 6) A: Written Assessment on instrument knowledge to 'graduate' to Band member <p><u>Keys:</u> Playing C, G, F, Bb scales Any maj/min chord. Understanding root position and 1st/2nd inversion</p> <p><u>Drums:</u> Knowing drum clef Basic rock beat at range of tempo's Paradiddles at different tempo's Being able to play basic fills in 4/4</p> <p><u>Guitar:</u> Being able to play most open chords Able to read TAB & chord charts Can play bar chord shape Can play basic pentatonic pattern</p> <p>Part2: Notation – Band member</p> <ol style="list-style-type: none"> 1) Group meeting to set objectives/discuss & find types of notation needed for chosen song | <p>Part 3: weeks 1-6 Music Journalist</p> <ol style="list-style-type: none"> 1) Fundamental differences & similarities between Hip-Hop, Metal & Reggae. Focus on Hip-Hop – inception, significant Artists, fashion & imagery Plagiarism & referencing 2) Song analysis - structural breakdown, intention & success, production techniques 3) Pupil research chosen musical style – inception, significant artists & events, fashion & imagery 4) Pupil research chosen musical style – inception, significant artists & events, fashion & imagery 5) Track analysis 6) A: Presentation of research <p>Part 4: weeks 1-6 House Music Producer</p> <ol style="list-style-type: none"> 1) Sequencing software – introduction & using/creating drum loops, quantizing & key-editor 2) Groove & basslines, tonic, Chords I, IV, V, vi, attack, decay 3) Chords & relationship to Bassline, Chords I, IV, V, vi, arpeggio/arpeggiator | <p>Part 5: Musical Architect</p> <ol style="list-style-type: none"> 1) Einaudi – experience structural analysis & class performance. Chord sequence, Melodic cells & motifs, 2) Scales & Modes, melodic sequence, imitation & dialogue - Bolero 3) Pupils creating own minimalist pieces 4) Pupils creating own minimalist pieces *FFF 5) Final rehearsals 6) A: Filmed Performance A: Written Assessment <p>Part 6: weeks 1-6 Songwriter/composer</p> <ol style="list-style-type: none"> 1) Notating - lead-sheets, Chord charts, TAB & Drum notation 2) 'Brief' given re: artists/that pupils are required to write for. Planning/ideas re: instrumentation, lyrical content, tempo etc. 3) Writing & notating song 4) Notating & rehearsing |

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| | <p>2) Individual rehearsals developing own part for full-rehearsal</p> <p>3) Individual rehearsals developing own part for full-rehearsal</p> <p>4) Full-rehearsal *FFF</p> <p>5) Full-rehearsal</p> <p>6) A: Filmed Performance</p> | <p>4) Melody/hook/riff, conjunct/disjunct, repetition</p> <p>5) Reverb, delay, distortion , filter sweep</p> <p>6) A: Written Assessment</p> | <p>5) Notating & rehearsing</p> <p>6) A: Filmed Performance and Q&A 'interview'</p> |
| Hinterland Knowledge | Parts 1 & 2 | <p>Part 3</p> <p>Hip-Hop, Reggae & Metal – popular & political influence of music</p> <p>World cultures & traditions. NYC & Jamaica</p> <p>Musical journeys, time/distance, progression & development</p> <p>Part 4</p> <p>Music production - 'bedroom' producers</p> | <p>Part 5</p> <p>Architecture – conventional vs unconventional. Necessity to re-imagine & experiment... Notre Dame vs. Pompidou NY Met vs. Sydney Opera Minimalism & serialism</p> <p>Part 6</p> <p>Beatles Complete Record Companies, A&R & Producers</p> |
| <p>Assessment: -Formative Techniques</p> <p>-Summative Piece</p> | <ul style="list-style-type: none"> • *FF (filmed feedback) • *Filmed Final Feedback • Strength/Next Step Plenaries & Plenarities • 'I think', 'because', 'however' peer feedback model • Live personalised observation & feedback | | |
| | <p>Parts 1</p> <p>A: Written Assessment on instrument knowledge to 'graduate' to Band member</p> <p>Part 2</p> <p>A: Filmed Performance</p> | <p>Part 3</p> <p>A: Presentation of research</p> <p>Part 4</p> <p>A: Written Assessment</p> | <p>Part 5</p> <p>A: Filmed Performance</p> <p>A: Written Assessment</p> <p>Part 6</p> <p>A: Filmed Performance and Q&A 'interview'</p> |
| Key Vocabulary | <p>Parts 1</p> <p>Vocab:</p> <p>All:</p> <p>Knowing all pitches in treble & bass clef</p> <p>Knowing drum Clef</p> <p>Working out melody in TAB</p> <p>Transposing on different instruments</p> <p>Understanding a triad – root 3rd 5th</p> <p>Knowing what 7th and sus2, sus4 chords are</p> <p>Understanding inversions</p> <p>Part 2</p> <p>Putting elements from part 1 into practical band context</p> | <p>Part 3</p> <p>Vocab:</p> <p>Exploring Reggae, Hip-Hop & Metal</p> <p>Cultural context, fashion & imagery</p> <p>Structure</p> <p>Riff, hook, groove, bassline</p> <p>Instrument/genre specific effects:</p> <p>Reverb, delay, distortion, loop, EQ, filter sweeps, drops, scratch,</p> <p>Part 4</p> <p>Vocab:</p> | <p>Part 5</p> <p>A, A1, A2 etc used to describe melody</p> <p>Minimalism, chord sequence, melodic cells/motifs</p> <p>Scales, Modes, pentatonic, Ostinato</p> <p>Sequence, repetition, imitation, dialogue</p> <p>Monophonic, Homophonic, Polyphonic</p> <p>Part 6</p> <p>Vocab:</p> <p>Mainly revisited vocab:</p> <p>Lead-sheets, chord charts, bars/systems, TAB, drum notation</p> |

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| | | <p>Loop, Hook, bpm, clap, open/closed hat, riff, sequencer, sample, soft synth</p> <p>Reverb, delay, distortion, loop, EQ, filter sweeps, drops, scratch,</p> <p>Key editor, quantize, attack, decay</p> | <p>Writing & notating in appropriate 'language'</p> |
| Key Skills | <p>Part 1 & 2</p> <p><u>Keys:</u> Playing C, G, F, Bb scales Any maj/min chord. Understanding root position and 1st/2nd inversion</p> <p><u>Drums:</u> Knowing drum clef Basic rock beat at range of tempo's Paradiddles at different tempo's Being able to play basic fills in 4/4</p> <p><u>Guitar:</u> Being able to play most open chords Able to read TAB & chord charts Can play bar chord shape Can play basic pentatonic pattern</p> <p>Organisation, collaboration and independence</p> | <p>Part 3 Developing research skills Understanding social context of music Developing song analysis</p> <p>Part 4 Using sequencing software Understanding bass, chords & melody are symbiotic Understanding sequencing effects Importance of hooks & 'groove'</p> | <p>Part 5 Understanding melodic construction Developing understanding of different forms/structures</p> <p>Part 6 Writing & Composition – lyrics & harmony/melody Developing notation skills Creativity & Communication Performance skills</p> |
| 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> |