



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 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>Part 1 Battle of the Bands - knowing instruments</p> <ol style="list-style-type: none"> 1) Baseline Assessment 2) The Drum Kit 3) The Piano/Keyboard 4) The Guitar & amps 5) The Bass Guitar 6) A: Written Assessment on instrument knowledge to 'graduate' to Band Project 2 <p>Part 2 Battle of the Bands – being in a band</p> <ol style="list-style-type: none"> 1) Setting up as a band – amps, leads & safety & Hit the Road 1 2) 3) Rehearsal skills - rehearsal organisation 4) Practice 5) Practice 6) Perform <p>A: Filmed Performance</p>	<p>Part 3 Elements of Music</p> <ol style="list-style-type: none"> 1) Developing Musical Vocabulary (elements song) 2) Understanding Graphic Scoring & Creating Graphic scores 3) Adding dynamics & improving scores 4) Paired rehearsal of graphic scores *FFF 5) A: Written Assessment - musical- elements 6) A: Filmed Performance (incl. Score) <p>Part 4 African Beats</p> <ol style="list-style-type: none"> 1) Pulse, Polyrhythm, Ostinato & Circle Playing 2) Understanding note & rest values – rhythm clock 3) Writing & reading notes & rests (16 bar rhythms), systems & bars 4) Polyrhythms, improvisation & cues in African music - pupils creating own performance 5) A: Written Assessment – rhythm <p>And refining performances</p> <p>6) A: Filmed Performance</p>	<p>Part 5 Piano Legend</p> <ol style="list-style-type: none"> 1) Understanding note pitches & identifying pitches on the keyboard – using RH 2) Playing melody with RH, fingering, engrams, muscle memory & breaking down 3) Using LH – single pitch/chords 4) Rehearse *FFF 5) Rehearse & A: Written Assessment – pitch 6) A: Filmed Performance <p>Part 6 A Capella</p> <ol style="list-style-type: none"> 1) Creative SATB vocal layering. SATB voice types & relative pitches 2) Conducting, score-reading & part-singing - 'sound' scores - class rehearsal 3) Score writing in parts PLUS dynamics 4) Rehearsing – developing vocal layers from pupil scores *FFF 5) Rehearsing – developing vocal layers from pupil scores 6) A: Filmed Performance
<p>Hinterland Knowledge</p>	<p>Parts 1 & 2 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 Avant-garde in music – Boulez & Ligetti. Being unique & having 'vision'.</p> <p>Relationship of sound & image/architecture. Britten War Requiem for reconsecration of Coventry cathedral. Allegri Miserere & Vatican.</p> <p>Programme Music. Saint Saens – Carnival of the Animals</p> <p>Part 4 Polyrhythmic music of sub-saharan Africa. Role and use in communities</p>	<p>Part 5 Beethoven Symphony No.9 - triumph over adversity Stevie Wonder – triumph over adversity Ravel – Piano Concerto for LH - triumph over adversity</p> <p>Part 6 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>

<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 • Teaching Gadget quizzes – embedding & interleaving 		
	<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 A: Written Assessment – pitch</p>
<p>Key Vocabulary</p>	<p>Part 1 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 Vocab: Same as above, plus... Rehearsal skills – count-in & sectionals <u>Basics of playing in a group</u></p>	<p>Part 3 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 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 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 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>Key Skills</p>	<p>Part 1</p> <ul style="list-style-type: none"> • Working knowledge of instrument parts, use & basic technique • Basic knowledge of simpler notation types – chord charts/rhythm grids <p>Part 2</p> <ul style="list-style-type: none"> • Application of knowledge from Part 1 • Respect for & safe use of equipment • Developing & managing relationships • Confidence to perform with and for others 	<p>Part 3</p> <ul style="list-style-type: none"> • Understanding fundamental building blocks of music • Create, express & record musical ideas through Graphic Scoring • Ability to describe music with key vocabulary <p>Part 4</p> <ul style="list-style-type: none"> • Understanding basics of 'conventional' notation • Rhythm reading & writing • Communication & organisation to reach agreed objectives • Confidence to perform with and for others 	<p>Part 5</p> <ul style="list-style-type: none"> • Understanding note pitches – in combination with basic rhythm – treble clef only • Developing resilience & determination • Organisation and strategic approach to problem solving • Confidence to perform with and for others <p>Part 6</p> <ul style="list-style-type: none"> • Understanding basics of vocal/choral music • Working with others to achieve common objective • Conducting & leadership • Score reading/writing • Confidence to perform with and for others
<p>Opportunities Outside the taught Curriculum.</p>	<p>Monday – Diocesan Choir Lunchtime drop-ins Music Club – Weds & Thurs eves</p>	<p>Monday – Diocesan Choir Lunchtime drop-ins Music Club – Weds & Thurs eves</p>	<p>Monday – Diocesan Choir Lunchtime drop-ins Music Club – Weds & Thurs eves</p>

	<p>Internal performances – HFS Mini-gigs every 2nd Friday Peripatetic lessons – all insts Performance event opportunities - Christmas show, HFS Mini gigs, Liturgies Friday A Capella group School Productions</p> <p>Live Band Visit Visiting musician – management & promotion talk Arts trip to Hepworth Gallery – Y10 (&s some 9) only</p>	<p>Internal performances – HFS Mini-gigs every 2nd Friday Peripatetic lessons – all insts Performance event opportunities - Christmas show, HFS Mini gigs, Liturgies Friday A Capella group School Productions</p>	<p>Internal performances – HFS Mini-gigs every 2nd Friday Peripatetic lessons – all insts Performance event opportunities - Christmas show, HFS Mini gigs, Liturgies Friday A Capella group School Productions</p>
--	---	---	---