



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
<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>1&2 - Ensemble Skills</p> <p>Part 1 Unplugged Idol 1</p> <ol style="list-style-type: none"> 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"> Understanding song structure, intro V1, bridge, chorus etc. The cycle of 5ths & application – making chord sequences Understanding chords - semitones, triad, major, minor, sharp, flat, root 3rd, 5th, triad – making chords on keyboard & writing in book Lyric writing, syllabic elements, rhyme scheme - developing lyrics about world or personal issue - Yellow Taxi, somewhere over rainbow Rehearsing Practical rehearsing - Cue/corners/count ins A: Filmed Performance 	<p>3 - Elements of Music 4 - Rhythm & Tempo</p> <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 A: Written Assessment Plus playing famous Orchestral Melodies 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>5 – Melody and Harmony 6 – Wild Card</p> <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>Part 5</p> <p>Music to Picture</p> <p>Fate of the Titanic</p>

	<p>Music as a catalyst for change & critique of society – Yellow Taxi</p>	<p>General backgrounds of key composers & conductors</p> <p>Concert etiquette. Symphonies, movements – and clapping</p> <p>Architecture, Art & Music - evolution of styles</p> <p>Part 4 Samba traditions, location, instruments & culture</p> <p>Upcycling & recycling - use of home-made perc insts.</p> <p>Costume, imagery, identity & communication</p>	<p>Immigration</p> <p>Subjugation of the poor by the privileged</p> <p>Part 6</p> <p>Film industry – relationship between director/composer</p> <p>Roles within Film Industry</p> <p>Emotional manipulation (through music)</p>
<p>Assessment: -Formative Techniques</p> <p>-Summative Pieces</p>	<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 • Teaching Gadget quizzes – embedding & interleaving 		
	<p>Parts 1 A: Written Assessment on instrument knowledge to 'graduate' to Acoustic Band</p> <p>Part 2 A: Filmed Performance</p>	<p>Part 3 A: Written Assessment</p> <p>Part 4 A: Filmed Performance A: Written Assessment</p>	<p>Part 5 A: Filmed Performance A: Written Assessment - pitch</p> <p>Part 6 A: Filmed Performance A: Written Assessment</p>
<p>Key Vocabulary</p>	<p>Part 1 Vocab: Lead sheets, Chord Symbols, TAB, 'hook' Cue, 'corners', timing, count-in, organisation Cajon, Tapa Knowing how to use Cycle of 5ths to create chord progression,</p> <p>Part 2 Knowing how to use Cycle of 5ths to create chord progression, Understanding chords, triad, root, 3rd, 5th, major, minor, flat, sharp – Melody & accompaniment Understanding song structure & layers (melody - sung or hook & accompaniment) & entry of insts to create impact in different sections)</p>	<p>Part 3 Vocab: Strings, Brass, Woodwind, Percussion, main insts within each section Conducting 4/4 ¾ 2/4, time signatures Baroque, Classical, Romantic, 20th C Expression (Dynamics pp-ff cresc/dim) plus... Maj/minor/atonal/chromatic Staccato/legato Accented notes</p> <p>Part 2 Vocab: Surdo, Repenique, Caixa, Agogo Bell, Ganza, Reco Reco, Timbale Rhythms: Syncopated, dotted, triplets, accented Ostinato, Polyrhythm, Call & Response recap</p>	<p>Part 5 Vocab: Understanding sharps/flats/naturals (writing out notes of Hedwig's theme) Bass clef (plus worksheets) Repeat marks, 1st & 2nd time bars</p> <p>Part 6 Vocab: Ostinato, Leitmotif, Pedal note, Trill, Dissonant, Consonant, Cluster chords, Cymbal Roll, Accelerando, Rallentando, Underscore Dynamics, chromatic</p>
<p>Key Skills</p>	<p>Part 1</p> <ul style="list-style-type: none"> • Reading chords, TAB & lead sheets <p>Part 2</p> <ul style="list-style-type: none"> • Understanding song structure & chord sequences & how lyrics work within this context • Developing organisation, songwriting, rehearsal & group-working skills 	<p>Part 3</p> <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 <p>Part 4</p>	<p>Part 5</p> <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

		<ul style="list-style-type: none"> • Extending knowledge of rhythms • Developing group playing & leadership skills 	Part 6 <ul style="list-style-type: none"> • Planning • Engaging emotionally with others, visuals • Taking direction, Planning & Creativity • Understanding & executing specific musical effects • Confidence to perform with and for others
Opportunities Outside the taught Curriculum.	Monday – Diocesan Choir Lunchtime drop-ins Music Club – Weds & Thurs eves Internal performances – HFS Mini-gigs every 2 nd Friday Peripatetic lessons – all insts Performance event opportunities - Christmas show, HFS Mini gigs, Liturgies Friday A Capella group School Productions Live Band Visit Visiting musician – management & promotion talk Arts trip to Hepworth Gallery – Y10 (& some 9) only	Monday – Diocesan Choir Lunchtime drop-ins Music Club – Weds & Thurs eves Internal performances – HFS Mini-gigs every 2 nd Friday Peripatetic lessons – all insts Performance event opportunities - Christmas show, HFS Mini gigs, Liturgies Friday A Capella group School Production - Theatre Orchestral Trip – Feb/March	Monday – Diocesan Choir Lunchtime drop-ins Music Club – Weds & Thurs eves Internal performances – HFS Mini-gigs every 2 nd Friday Peripatetic lessons – all insts Performance event opportunities - Christmas show, HFS Mini gigs, Liturgies Friday A Capella group School Productions Y10 & 11 London Arts Trip – Musical Theatre & Galleries

