



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"> • 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: Blues Learn about the origins of one of the most influential music styles in the world. Develop knowledge & a range of playing skills</p> <ol style="list-style-type: none"> 1) Blue History overview 2) Vamp 3) Walking Bass 4) Improvisation 5) All together rehearse 6) Perform <p>A: Written Assessment A: Filmed Performance <u>Paired perf of 12 Bar Blues combining as many elements as possible</u></p> <p>Part 2: Punk Learn about the background & context of this style and see its influence around the world.</p> <ol style="list-style-type: none"> 1) What is Punk? Listening & appraising. Summary. 	<p>Part 3: weeks 1-6 Fanfares: Music for Battle & Ceremony Exploring the role of fanfares & learning how they are constructed. From 20th Century Fox to Rocky, Weddings to the Olympics, and the Roman Army to WW1.</p> <ol style="list-style-type: none"> 1) Fanfare overview & notation recap 2) Written notation – developing a simple fanfare with template. Analysis of Last Post 3) Music Maths – creating original rhythm for fanfare in parts – repetition & imitation 4) Chords I and V – writing a 4 bar original fanfare 5) Teacher performance and feedback. Visualiser & sequencer <p>A: Filmed Presentation of fanfare using visualiser to class</p> <p>Part 4: weeks 1-6</p>	<p>Part 5: Going Solo Developing solo skills in a style (and using relevant notation) of your choice. Class starters recapping & building rhythm/notation reading skills</p> <ol style="list-style-type: none"> 1) Rehearsal skills – metronome, breaking down into sections, savvy piece choice 2) Onwards – individual rehearsal 3) Rehearsal & plenary perf. 4) Rehearsal & plenary perf. 5) Rehearsal & plenary perf. 6) Performance <p>A: Filmed Performance with feedback</p> <p>Part 6: weeks 1-6 Theory focus Preparatory work for GCSE course. Pace dictated by class. Pairing/grouping according to relative strength/weakness of individual class members.</p>

	<p>2) Building a song intro & 'drop' – reading TAB</p> <p>3) Creating a Riff within a group using TAB notation</p> <p>4) Creating Punk based lyrics</p> <p>5) Rehearsing & performing Riff using TAB notation – ensemble skills</p> <p>A: Filmed Performance</p>	<p>Reggae Learn about the background & context of this style and see its influence around the world.</p> <ol style="list-style-type: none"> 1) Reggae overview – culture, instruments (brass section , BV,s Rimshot, Bass, Kit, Organ) 2) Basslines, swing rhythms & offbeats. Chords I & IV & V 3) Drum swing pattern, plus music for 'Stir it up' OR '3 Little Birds' OR 'Don't Worry be Happy' 4) 7th chords - Rehearse 5) Rehearse & perform A: Filmed Performance 6) A: Written Assessment <p><u>Group performance of classic Reggae songs – keys, bass, drums, Ukelele, Guit</u></p>	<p>Key concepts explored in greater/lesser depth as required using TeachingGadget exercises and composition tasks; again, dictated by class dynamics.</p> <p>A: Ongoing - Grade 1 theory paper</p>
<p>Hinterland Knowledge</p>	<p>Parts 1 & 2 Slavery New York Blues Clubs, Improvising 'competitions'. Folklore – The 'Crossroads'. Worksongs</p> <p>Punk & Post-Punk – culture, society, fashion & location</p>	<p>Part 3 Last Post – Remembrance & WW1 and 2. Olympic/Ceremonial events</p> <p>Part 4 Reggae culture/location/Rastafarianism/political achievements & fashion. Bob Marley & Wailers influence Jamaica – flag, colours, location</p>	<p>Part 5 Instrument specific – general knowledge drip-fed into lessons.</p> <p>Part 6 General knowledge & stories drip-fed into lessons.</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 & Plenettes • 'I think', 'because', 'however' peer feedback model • Live personalised observation & feedback • Teaching Gadget quizzes – embedding & interleaving 		

	<p>Parts 1 A: Filmed Performance A: Written Assessment</p> <p>Part 2 A: Filmed Performance</p>	<p>Part 3 A: Filmed Presentation of fanfare using visualiser to class A: Written Assessment</p> <p>Part 4 A: Filmed Performance A: Written Assessment</p>	<p>Part 5 A: Filmed Performance</p> <p>Part 6 A: Grade 1 theory paper</p>
Key Vocabulary	<p>Parts 1 Slavery, slave triangle Swing, triplets rhythms Improvisation, blues scale, hook, walking bass, vamp Harmonica, double bass, trumpet, saxophone, 12 bar blues</p> <p>Part 2 Punk & Post-Punk – Class performance of ‘Chaise Longue’ style piece Reading/writing TAB notation Riff/Hook Political, Stripped down, hard edged, anti establishment</p>	<p>Part 3 Arpeggio, arpeggiated, triad Chords I, IV, V ‘mixed’ 1 beat rhythms incl. rests, triplets, quavers & semi-quavers Music Maths & then building a 4 bar 1 part fanfare around chord I triad Melodic repetition/imitation</p> <p>Part 4 Chords, triads & lead sheets 7th chords Swing, off-beat & syncopated rhythms Creating a Bassline – root, 3rd, 5th & Backing Vocals Brass Section Drum Fills Riff & hook</p>	<p>Part 5 Vocab: Expression, confidence, accuracy, communication, organisation, commitment, fluency Plus instrument/piece specific vocab – dependent upon pupil and 1st study instrument</p> <p>Part 6 Vocab: Ties, key signatures, stems, intervals etc. ABRSM Music Theory paper</p>
Key Skills	<p>Part 1 & 2 Knowledge of scales, rhythms & structure – Blues Scale, swing & triplet rhythms, 12 Bar Blues</p>	<p>Part 3 Notation development.</p>	<p>Part 5 Developing/consolidating confidence & knowledge as an instrumentalist</p>

	<p>Notation reading – Vamp & Walking Bass Ensemble/Paired performance skills Improvisation skills</p> <p>Developing composition skills Ensemble performance skills – timing, communication & organisation Improved understanding of reading (& writing) TAB notation</p>	<p>Understanding harmony within 'classical' context – arpeggio's based around chords I & V Melodic devices – imitation & repetition</p> <p>Part 4 Ensemble & performance skills Compositional element – creating Bassline around swing rhythms & Chords I, IV, V Reading skills – lead sheet Semi-improvisatory with rhythmic experimentation around swing/off-beat</p>	<p>Part 6 Developing/consolidating knowledge of notation to aid analysis of set-works</p>
<p>Opportunities Outside the taught Curriculum.</p>	<p>Monday – Diocesan Choir Lunchtime drop-ins Music Club – Weds & Thurs eves 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 (& some 9) only</p>	<p>Monday – Diocesan Choir Lunchtime drop-ins Music Club – Weds & Thurs eves 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 Production - Theatre</p> <p>Orchestral Trip – Feb/March</p>	<p>Monday – Diocesan Choir Lunchtime drop-ins Music Club – Weds & Thurs eves 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>Y10 & 11 London Arts Trip – Musical Theatre & Galleries</p>