

<b>Subject</b>	Music
<b>Term</b>	Cycle 1
<b>Duration (approx.)</b>	12 lessons
<b>Module</b>	The Great Classics

**Skills and concepts to be developed and assessed (linking to identified AOs)**

**Analyse** a range of music from ‘The Great Classics’ covering a range of orchestral music.

**Compare** the main features of the concerto, symphony and programme music using ‘the elements of music’ terminology.

**Demonstrate** an understanding of the main sections of an orchestra (Woodwind, Strings, Brass, Percussion)

**Develop** the ability to follow staff notation, focusing on treble clef melodic parts.

**Factual knowledge to be taught and assessed (including subject specific vocabulary).**

**Know** a range of influential composers:

E.g. Bach, Mozart, Beethoven, Elgar

**Categorise** instruments into families of orchestral instruments.

**Label** an orchestra seating plan.

**Understand** staff notation to include note lengths, rests and pitches (treble clef, note lengths to semi-quaver).

**Identify** the use of musical elements, learning related technical language for tempo, dynamics and pitch (melodic shape).

**Formative Assessment/key piece of work prior to end of unit:**

Aural tests: identifying instrumental sections.

Staff notation exercises, including following a simple score of a treble clef part. (homework will also support this)

Quizlet test on musical patterns, pitch and shape.

The effect of changing tempi, dynamics and pitch through listening exercises.

Score reading assessment, identification of note lengths, pitch (melodic shape).

**Summative Assessment**

Performance of a keyboard piece using pattern and shape.

A composition using treble clef for an orchestral instrument e.g violin

Listening test to include identification of instruments, instrument families, tempo, dynamics, pitch, pattern and shape.

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

This is the first unit, a listening test will include a range of aural exercises will be used as a baseline.

**Spelling-Punctuation-Grammar How will you promote high standards within this module?**

Quizlet will be used to enable online support at home as well as in lessons. Spelling tests will be undertaken regularly in student log books.

**Link forward: where next for the learning?**

Next unit: Spring term Folk Music. Notation work will be extended through time signature work.

Folk instruments from different areas of the world will extend their understanding of timbre.

Summer term unit: Work on leitmotifs will add expressive uses of instruments as well as a study of scales and keys.

GCSE Music: The Concerto, orchestral music through time, Bach, Mozart and a range of other composers. Score reading in the listening paper. Staff notation requirement and understanding of melodic construction.

<b>Subject</b>	Music
<b>Term</b>	Cycle 2
<b>Duration (approx.)</b>	12 lessons
<b>Module</b>	Folk Music

**Skills and concepts to be developed and assessed (linking to identified AOs)**

**Analyse** A range of folk music from different cultures.

**Compare** music from a range of folk dance styles, focusing on rhythm.

**Demonstrate** an understanding of folk instruments, in particular those use in England, Ireland, Scotland and Wales.

**Develop** the ability to follow staff notation, focusing on rhythm. Accuracy of finger technique, position of thumb (12345).

**Factual knowledge to be taught and assessed (including subject specific vocabulary).**

**Know** a range of folk dance styles such as Jigs and Reels as well as the names and timbres of folk instruments.

**Categorise** rhythms by time signature and metre

**Label** note lengths and rests

**Understand** Key signatures and metre

**Identify** the use of simple structures in folk music such as Binary and strophic forms.

**Formative Assessment/key piece of work prior to end of unit:**

AO1: Performance of a piece in 6/8 time

AO2: Irish Jig composition in compound time

AO3: Listening and aural perception on a range of musical cultures including British Folk Music and World Music.

**Summative Assessment**

Performance in pairs or individually

Composition using Musescore

Listening tests to include spellings and meanings

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

Notation work completed in the Autumn term

Orientation of keyboard notes to include sharps and flats.

**Spelling-Punctuation-Grammar How will you promote high standards within this module?**

Quizlet will be used to enable online support at home as well as in lessons. Spelling tests will be undertaken regularly in student log books.

**Link forward: where next for the learning?**

Next unit: Summer Term will focus on Film Music, orchestral music. Students will explore expressive uses of music and develop their understanding of dynamics, tempo and melodic shape.

GCSE Music: Area of study 2- Rhythms of the world focuses on music from a range of different cultures. Composition and performance work also form a major part of the course.

<b>Subject</b>	Music
<b>Term</b>	Cycle 3
<b>Duration (approx.)</b>	12 weeks
<b>Module</b>	Leitmotif

**Skills and concepts to be developed and assessed (linking to identified AOs)**

Understanding the characteristic tonality of scales (keys)  
 Introduction of The elements of Music and their impact on a composition  
 Understanding the characteristic timbres of orchestral instruments and why composers select certain instruments to represent characters in film/computer game music  
 Develop listening skills, exploring descriptive music

**Factual knowledge to be taught and assessed (including subject specific vocabulary).**

Leitmotif-how character themes are created by composers for a wide range of purposes  
 Knowledge of scales/keys-to include major, minor, modal, chromatic, whole tone and pentatonic  
 The elements of music-pitch, tempo, dynamics, articulation, rhythm, tonality and other related vocabulary  
 Know the names of orchestral instruments and their families

**Formative Assessment/key piece of work prior to end of unit:**

Composition exercises exploring the descriptive effect of the elements of music  
 Leitmotif performances to develop expressive playing techniques  
 Peer assessment/reflection using log books  
 Listening exercises, focusing on composers intentions in a range of film and gaming music  
 Key words spelling tests

**Summative Assessment**

Leitmotif performance such as Star Wars theme, Indiana Jones, Harry Potter  
 Leitmotif composition-create an original piece of music to represent a film or gaming character, using a wide range of musical elements  
 Descriptive listening analysis/written test

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

\*knowledge of scales: builds on pentatonic scale used in folk composition  
 \*composing skills: develop understanding of melodic shape, rhythm and phrasing.

**Spelling-Punctuation-Grammar How will you promote high standards within this module?**

\*Supported online with Quizlet and homework  
 Students proof read their work, peer assess spellings.  
 Focus on using full sentences in written work

**Link forward: where next for the learning?**

\*Prepares students for future work in composing, performing and listening analysis  
 \*Year 8 work-composing a horror piece, expressive music  
 \* GCSE Music course content: film music and gaming music, listening examination, composition coursework.