

	<p>mood cultivated in the music by use of dynamics</p> <p>7. Identify rhythmic notation for semibreve, minim, crotchet, quavers and semiquavers.</p> <p>8. Write their own rhythmic patterns</p> <p>9. Accurately identify pitch notation (whole notes)</p> <p>10. Create basic melodic phrases using pitch notations</p> <p>11. Interpret basic notation accurately with both pitch and rhythm</p> <p>12. Describe different harmonies and relate this to mood</p> <p>13. Evaluate differences in pieces of music discussing pitch, rhythm, harmonies and dynamics</p> <p>14. Develop personal preferences within western classical music which can be justified</p>	<p>- To perform Danny Boy in groups (Sun Assess)</p> <p>Rounds</p> <p>Warm ups</p> <p>Diction</p> <p>Articulation</p> <p>Traditional Folk Music</p>	<p>assess)</p> <p>Scales</p> <p>Major</p> <p>Minor</p> <p>Composing</p> <p>Using the stave to compose</p> <p>Rhythm – note values</p>			
Assessment	<p>Perform a piece using dynamics</p> <p>Evaluate a classic music piece</p>	<p><u>Perform folk song – Danny Boy</u></p> <p><u>Assess</u></p> <p>Rhythm</p> <p>Pitch</p> <p>Diction</p> <p>Volume</p> <p><u>Compose song to existing tune</u></p> <p>Volume</p> <p>Pitch</p> <p>Tone</p> <p>Scan</p>	<p><u>Evaluate keyboard piece</u></p> <p>Compose for right hand of the keyboard</p>			
Gatsby / SMSC	<p>SMSC</p> <p>- Students to listen to and discuss the following pieces of music</p> <p>- Students to be able to discuss and justify their opinions of music respectfully</p> <p>- Students to have exposure to religious music as part of the classical music heritage</p> <p>Gatsby</p> <p>- Students to develop understanding of the roles in an orchestra; musicians, conductors and composers</p>	<p>Social- team working skills</p> <p>Cultural- looking at songs from the British cannon.</p> <p>Spiritual- The benefits of communal singing.</p>	<p>Cultural- playing an instrument</p>			

Week Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Topic/Theme	Djembes Students will look at rhythms and ensemble work through using the Djembes.						Jazz To listen to music from the jazz genre and to begin to understand some of the context behind jazz.						Riffs and Hooks For students to understand what hooks and riffs are and how to play and sing some famous examples.																										
Learning Outcomes	<ul style="list-style-type: none"> - To understand the context of the Djembe - To learn and use the different ways to play the Djembe. Bass, tone and slap. - To create your own rhythmical performance - To use call and response within a performance. - To use dynamics within a performance - To create our own performance that encompasses the elements you have studied. 						<ul style="list-style-type: none"> - To look at and identify the different instruments used within Jazz music. - To play and understand the theory behind a 7th chord – F7 B b7 chord . - To improvise a piece of music using 7th chords and a melody. - To improvise a piece of music that uses call and response. - To understand and play syncopated rhythms. – Blue Rondo a La Turk - To compose a piece of music that includes syncopated rhythms – Have dotted quaver rhythms 						<ul style="list-style-type: none"> - To perform 7 nation army - To Perform enter Sandman - To look at bass clef through the song beat it. - To perform 500 miles on voice in small ensembles - To compose in the style of Ruby- Rewriting the lyrics. - To compose your own riff on the Ukulele 																										
	Rhythm Playing styles Call and response Dynamics						Instrumentation 7 th Chords Call and response Syncopation Context						Riffs Singing Bass clef Playing riffs on the keyboard and Ukuleles																										
Assessment	Composing Performance						Performing Composing Evaluating						Performing Composing																										
Gatsby / SMSC	Social – team work Cultural- Playing instruments that are not western.						Social- team work and listening to others Moral/Culture- Looking at the context of jazz						Culture- students play riffs and hooks from the popular cannon.																										

Year 9 (1 lessons p/week)

Week Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
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Topic/Theme	20 th Century Music Students to look at the development of popular music through the latter half of the 20 th century	Film and Video Game Music Students to play and analyse a series of pieces of video game and film music		
Learning Outcomes	<ul style="list-style-type: none"> - To play the riff from Hey Jude. (Piano) - To play a riff from Purple Haze (Ukulele)- SUN assess - To play the riff I can't get no satisfaction (piano) - To play the riff to funky town (Piano) - To compose a riff in the style of Funky town. (Piano) - To listen and evaluate London's calling' - To perform the run to the hills riff on Ukulele (Ukulele) - To play the thriller bass line (Piano) - To compose your own lyrics to the existing tune of ' Don't you want me baby.' – SUN Assess - To perform Wonderwall on Ukulele - To perform the chords to Parklife by Blur - To use chords to create the riff of Gangsta's paradise. (Piano) - To perform one more time using voice (Voice)- Ukulele SUN - To perform the riff are you going my way on Ukulele - -Reach <p>Extracts from 20th Century pieces Riffs Keys Notation Rhythms Composition Tablature</p>	<ul style="list-style-type: none"> - To understand what a leit motif is and play a version from Star Wars - To play the theme from Jurassic park - To play the superman theme - To play and compare the different variations of the Batman theme - To play and analyse the Harry Potter theme - To analyse and play the harmony used in goodbye 10. - To perform the Halo theme using voice. - To perform the Super Mario Theme - To play the beginning Pokémon entrance music - To play the music for Tetris - To play the music for Minecraft - To analyse the music for age of empires <p>Extracts from Film and Video Game Music Riffs Keys Notation Rhythms Composition Tablature Triplets Leit Motifs</p>		
Assessment	Compositions (with the chords to funky town) Evaluating Performing	Compositions Evaluating Performing		
Gatsby / SMSC	Social- team work and listening to others Moral/Culture- Looking at the context of the pieces and how one style leads to the next. Gatsby – looking at the roles of different music creators in the 20 th Century	Social- Listening and working with others Culture- Looking at films and Video Games from the Western Cannon. Building cultural capital.		

Year 10 (5 30 minute lessons per week)

Week Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Topic/Theme	Rhythm, metre and tempo						Tonality						Melody						Timbre, texture and dynamics						Harmony						Composition								
Learning Outcomes	<ul style="list-style-type: none"> - Explore the rhythmic aspects of the set works through ensemble performances - To know what a polyrhythm is - Compose a polyrhythm in small group - To know the definitions of: 						<ul style="list-style-type: none"> • What is tonality – major, minor and pentatonic • Reading and writing key signatures • Modulation • Tonality in the set works • Perform G major and E minor scales - why do they sound different when they 						<ul style="list-style-type: none"> • To study melodic shape and range • To understand how to use phrasing and establishing key • To understand how to use Intervals • Developing melodies: passing notes, ornamentation 						<ul style="list-style-type: none"> • To understand what is timbre • To understand what is texture • What are Ensembles • Understanding different textural devices (Monophonic, Unison, Imitation, Countermelody, Canon/Round, Drone) • To identify and use 						<ul style="list-style-type: none"> • Primary and secondary chords • Degrees of the scale • Adding chords to a melody • What are cadences? • Building 7th Chords • Chords sequences • Harmonic rhythms • Harmony in the two set works 						<ul style="list-style-type: none"> - Metre - Tempo - Rhythm - What is tonality – major, minor and pentatonic - Reading and writing key signatures • To understand how to use phrasing and establishing key • To understand how to use 								

