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| --- | --- | --- | --- | --- | --- | --- |
|  | **Aut 1** | **Aut 2** | **Spr 1** | **Spr 2** | **Sum 1** | **Sum 2** |
| **7** | **Musical Instruments and their Families**  In this unit, you will learn about the String, Woodwind, Percussion and Brass families. You will learn how instruments and played and how they work together. | **What is a Tune?**  In this unit, you will consider what music is. You will learn how sound is organised into notes and learn that every note has both pitch and duration. You will be able to describe music in terms of pitch and rhythm. | **How do we use language to describe music?**  In the unit, you will learn the language needed to describe music in more detail. You will use the terms rhythm, pitch, tempo, texture, duration and dynamics to articulate your own thoughts and opinions about music. | **How do we use Keyboards effectively?**  In this unit, you will learn how to use all five of your fingers and both of your hands when performing on the keyboard. You will perform a series of exercises, designed to develop dexterity and coordination when playing the keyboard. | **What does music look like on paper?**  In this unit, you will learn how music is written down. You will understand how different pitches and note lengths are written down on a musical stave. You will be able to read and perform from musical notation. | **Form and Structure**  In the unit, you will learn how music has shape. You will learn how musical phrases and grouped together to form much larger music structures. You will recognise music as being in either Binary, Ternary or Rondo form. |
| **8** | **All about the Bass**  In this unit, you will examine how different parts fit together to make music. You will focus on the lowest part, the bass, and understand how it provides the foundation for the rest of the composition to be built upon. | **How do we use Keyboards to accompany songs?**  In this unit, you will learn how chords are constructed and used to accompany songs. You will learn the terms major and minor. You will work in groups, performing a specific role to create a performance that has both melody and harmony. | **How do we use Ukeleles to accompany songs?**  In this unit, you will develop your understanding of chords and use ukuleles to accompany songs. You will work in group, each taking a different role to create a performance. | **Scales and Arpeggios/Major and Minor**  In this unit, you will explore the terms major and minor in more detail. You will learn how chords are related to scales. You will learn how composers use different tonalities for different effects. | **Film Music**  In this unit, you will learn how composers use music to create an atmosphere or reflect an emotion. You will learn how music is used in films and create a drama performance that includes music to enhance the performance. | **Five Great Composers**  In this unit, you will learn about five great composers and their notable works. You will be able to place music into a historical context and recognise the characteristics of different musical eras. |
| **9** | **Where did Pop Music come from?**  In this unit, you will trace back the development of popular music to its roots in Blues music. You will learn about the history of popular music and recognise the musical characteristics and devises that make it sound different from classical music. | **What does music sound like in other parts of the world?**  In this unit, you will learn what music sounds like from other parts of the world. You will learn how different scales and rhythms are used from around the world to create unique sounds. | **Which composers changed our understanding of what music is?**  In this unit, you will learn how modern composers have reinvented how sound is organised to make music. You will explore the techniques used by these composers, to create music that changes are understanding of what music really is. | **Jazz Improvisation**  In this unit, you will explore the development of jazz music. You will learn about the different styles of jazz and how they developed. You will learn to recognise the features of Ragtime, Dixieland, Swing, Cool and Modern Jazz. | **Song Writing**  In this unit, you will learn how to use diatonic harmony to create songs. You will learn how scales can be used to create groups of chords. You will learn how to group the chords together to create structure. You will learn how to use scales to write melodies that work with groups of chords. | **What types of jobs could studying music lead to?**  In this unit, you will research the different career paths that studying music could lead to. You will explore music as a ‘creative’ subject and consider how this may be an asset to a number of different career paths, that may not necessarily involve performing music. |
| **10** | **Area of Study 2:**  **Music For Ensemble**  Vocal Ensemble, Jazz/Blues, Sonatas  • monophonic • homophonic • polyphonic • unison • chordal • layered • melody and accompaniment • round • canon • countermelody. | **Area of Study 3:**  **Film Music**  • Leitmotives • Thematic Development • Descriptive music • Timbres/Mood • Music Technology • Minimalist Techniques  **Assessment:**  Performance and written paper mock | **Area of Study 1:**  **Classical Traditions** **Bach Badinerie**  • repetition • contrast • anacrusis • imitation • sequence • ostinato • syncopation • dotted rhythms • drone • pedal • canon • conjunct movement • disjunct movement • ornamentation • broken chord/arpeggio • alberti bass • regular phrasing • melodic and rhythmic motifs • simple chord progressions including cadences • modulation to dominant and relative minor. | **Area of Study 4:**  **Popular Music**  **Toto Africa**  • 32 bar song form • Strophic • 12 bar blues • verse • chorus • riffs • middle 8 • bridge • fill • instrumental break • intros and outros • improvisation • loops • samples • panning • phasing • syncopation • driving rhythms • balance • standard chord progressions • melismatic and syllabic writing • lead and backing vocals • backing tracks • primary chords • secondary chords • cadences. | **Performance and Composition**  Students prepare coursework components | **Performance and Composition**  Students prepare coursework components  **Assessment:**  Performance recorded  First draft of coursework submitted |
| **11** | **Area of Study 2:**  **Music For Ensemble**  Vocal Ensemble, Jazz/Blues, Sonatas  • monophonic • homophonic • polyphonic • unison • chordal • layered • melody and accompaniment • round • canon • countermelody. | **Area of Study 3:**  **Film Music**  • Leitmotives • Thematic Development • Descriptive music • Timbres/Mood • Music Technology • Minimalist Techniques  **Revisit Areas of Study 1 and 2**  **Assessment:**  Performance recorded and written paper mock | **Composition and Performance**  Students prepare coursework components  **Assessment:**  Paper Mock | **Composition and Performance**  Students prepare coursework components  **Final Submission of all coursework** | **Revision for exam components**  **AOS1, 2, 3 and 4** |  |