

Music – Term 1

Term: 1 Year: 7 Subject: The Elements of Music				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p>An eight-week unit focusing on The Elements of Music and Mood in Music.</p> <ul style="list-style-type: none"> ➤ To understand the expectations for all music lessons. ➤ To explore, understand and identify The Elements of Music. ➤ To apply knowledge gained in class in the composing of a piece of 'Mood Music'. ➤ To introduce the concept of musical notation – staff notation and Graphic notation. 	<ul style="list-style-type: none"> ➤ Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). ➤ Remote learning workbooks linked to Term 1 Curriculum content via Class Charts and TEAMS. ➤ Narrated PowerPoints to be available for students. 	<ul style="list-style-type: none"> ➤ Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). ➤ Remote learning workbooks linked to Term 1 Curriculum content via Class Charts and TEAMS. ➤ Narrated PowerPoints to be available for students. 	<ul style="list-style-type: none"> ➤ Class teacher puts work on MS TEAMS and provides a weekly/fortnightly overview of learning on Class Charts, attaching the in-class PowerPoint and resources 	<p>Knowledge Assessment:</p> <ul style="list-style-type: none"> ➤ Knowledge/recall test (completed in week 7) ➤ When in lockdown more frequent recall tests/quizzes will be set to check understanding <p>Depth Assessment:</p> <ul style="list-style-type: none"> ➤ Listening exam style questions based on The Elements of Music.

Music – Term 1

Term: 1 Year: 8 Subject: The Blues				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p>An eight-week unit focusing on The Blues, it's history, development and subsequent influence on other music genres.</p> <ul style="list-style-type: none"> ➤ To understand the historical contexts of The Blues as a style of music. ➤ To understand the principle of chords and triads and the 12 Bar Blues pattern. ➤ To explore the Blues scale and improvisation ➤ To understand the structure of Blues songs (AAB) and its subject content. ➤ To examine the instruments of the Blues. ➤ To understand what syncopation is. ➤ Apply knowledge while learning to play 'Cool Blues' 	<ul style="list-style-type: none"> ➤ Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). ➤ Remote learning workbooks linked to Term 1 Curriculum content via Class Charts and TEAMS. ➤ Narrated PowerPoints to be available for students. 	<ul style="list-style-type: none"> ➤ Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). ➤ Remote learning workbooks linked to Term 1 Curriculum content via Class Charts and TEAMS. ➤ Narrated PowerPoints to be available for students. 	<ul style="list-style-type: none"> ➤ Class teacher puts work on MS TEAMS and provides a weekly/fortnightly overview of learning on Class Charts, attaching the in-class PowerPoint and resources 	<p>Knowledge Assessment:</p> <ul style="list-style-type: none"> ➤ Knowledge/recall test (completed in week 7) ➤ When in lockdown more frequent recall tests/quizzes will be set to check understanding <p>Depth Assessment:</p> <ul style="list-style-type: none"> ➤ Listening exam style questions based on The Blues.

Music – Term 1

Term: 1 Year: 9 Subject: Rock 'N' Roll				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p>An eight-week unit focusing on Rock 'N' Roll, it's history, development and subsequent influence on other music genres.</p> <ul style="list-style-type: none"> ➤ To understand the historical contexts of Rock 'N' Roll as a style of music. ➤ To understand how Rock 'N' Roll has its roots in The Blues and uses the principle of chords and triads and the 12 Bar Blues pattern in its music. ➤ To examine the instruments used in Rock 'N' Roll. ➤ To learn about Rock 'N' Roll stars and musicians. ➤ To understand the role of the teenager and popular culture in the 1950's. 	<ul style="list-style-type: none"> ➤ Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). ➤ Remote learning workbooks linked to Term 1 Curriculum content via Class Charts and TEAMS. ➤ Narrated PowerPoints to be available for students. 	<ul style="list-style-type: none"> ➤ Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). ➤ Remote learning workbooks linked to Term 1 Curriculum content via Class Charts and TEAMS. ➤ Narrated PowerPoints to be available for students. 	<ul style="list-style-type: none"> ➤ Class teacher puts work on MS TEAMS and provides a weekly/fortnightly overview of learning on Class Charts, attaching the in-class PowerPoint and resources 	<p>Knowledge Assessment:</p> <ul style="list-style-type: none"> ➤ Knowledge/recall test (completed in week 7) ➤ When in lockdown more frequent recall tests/quizzes will be set to check understanding <p>Depth Assessment:</p> <ul style="list-style-type: none"> ➤ Listening exam style questions based on Rock 'N' Roll.

Music – Term 1

Term: 1

Year: 10

Subject: Instruments, Texture, Riffs, Chords and Cadences

WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p>A four-week recap on Musical devices.</p> <ul style="list-style-type: none"> ➤ To recap on the orchestral families – Strings, Woodwind, Brass and Percussion. ➤ To explore Riffs in Popular music ➤ To consolidate learning on musical textures: with focus on Monophonic, Homophonic and Polyphonic. ➤ To explore basic chords/triads in both major and minor keys. ➤ To understand different musical cadences; Perfect, Plagal, Interrupted and Imperfect. 	<ul style="list-style-type: none"> ➤ Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). ➤ Remote learning workbooks linked to Term 1 Curriculum content via Class Charts and TEAMS. ➤ Narrated PowerPoints to be available for students. ➤ 	<ul style="list-style-type: none"> ➤ Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). ➤ Remote learning workbooks linked to Term 1 Curriculum content via Class Charts and TEAMS. ➤ Narrated PowerPoints to be available for students. ➤ 	<ul style="list-style-type: none"> ➤ Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources 	<p>Knowledge Assessment:</p> <ul style="list-style-type: none"> ➤ Knowledge/recall test (completed in week 7) ➤ When in lockdown more frequent recall tests/quizzes will be set to check understanding <p>Depth Assessment:</p> <ul style="list-style-type: none"> ➤ Listening exam style questions based Popular music and music theory covered to date.

Music – Term 1

<p>Term: 1 Year: 11 Subject: The Concerto Through Time</p>				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p>A four-week recap on 'The development of the orchestra' from the Baroque period through the Classical and Romantic Periods.</p> <ul style="list-style-type: none"> ➤ To recap on the orchestral families – Strings, Woodwind, Brass and Percussion. ➤ To explore the stylistic differences between the three periods of study. ➤ To consolidate learning on musical textures: with focus on Monophonic, Homophonic and Polyphonic. ➤ To consolidate learning on musical ornamentation; trills, turns, appoggiaturas etc. 	<ul style="list-style-type: none"> ➤ Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). ➤ Remote learning workbooks linked to Term 1 Curriculum content via Class Charts and TEAMS. ➤ Narrated PowerPoints to be available for students. 	<ul style="list-style-type: none"> ➤ Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). ➤ Remote learning workbooks linked to Term 1 Curriculum content via Class Charts and TEAMS. ➤ Narrated PowerPoints to be available for students. 	<ul style="list-style-type: none"> ➤ Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources 	<p>Knowledge Assessment:</p> <ul style="list-style-type: none"> ➤ Knowledge/recall test (completed in week 7) ➤ When in lockdown more frequent recall tests/quizzes will be set to check understanding <p>Depth Assessment:</p> <ul style="list-style-type: none"> ➤ Listening exam style questions based on The Concerto Through Time.