

Curriculum Plan for Academic Year 2022-23:

Music

Kites ARB, Cape Cornwall School

	Autumn Term (A)	Autumn Term (B)	Spring Term (A)	Spring Term (B)	Summer Term (A)	Summer Term (B)
Unit	Music in Different Cultures 2 (Appraisal)	Musical Notation (Composing)	Guitar Skills (Performance)	Keyboard Skills (Performance)	Popular Music (Appraisal)	Music Technology (Composing)
Topics	<ul style="list-style-type: none"> • Music in the Caribbean • Reggae Music • Music in India • Music in Brazil • Music in Mexico • Gospel Music 	<ul style="list-style-type: none"> • Treble Clef Notation • Bass Clef Notation • Duration • Pitch • Composition 	<ul style="list-style-type: none"> • Types of Guitar • Chords • Melody • Performing 	<ul style="list-style-type: none"> • Performance Skills • Practice Techniques • Chords • Melody • Playing with one hand • Playing with two hands 	<ul style="list-style-type: none"> • What is Pop Music • History of Pop Music • Modern Pop Music • Creating Pop Music • Lyrics • Listening to Pop Music 	<ul style="list-style-type: none"> • Computer Composition • History of Music Technology • Garage Band • Composing a Rhythm • Composing a Melody • Recording
Learning Outcomes	<p>Students will look at music from different countries in a continuation from "Music in Different Cultures 1". Students will be able to identify some of the features of music from the above countries and will also understand some of the customs and cultures behind music from different places.</p> <p>Students will listen to a wide range of music and discuss similarities and differences between what they have heard and western music with which they are familiar.</p> <p>Students will look at different pieces of music and apply their keyboard skills to a performance for each country.</p> <p>Students will have an understanding of the different instruments used in these cultures and will be able to recognise them from a recording and discuss their texture and timbre.</p> <p>Students will be able to amalgamate their knowledge of music with their skills and identify where the different countries are on a map.</p>	<p>Students will be able to recognise notes on a treble clef staff and will understand different methods of identifying the notes on the spaces and on the lines.</p> <p>Students will be aware of the uses for treble and bass clef, some students will be able to identify bass clef notes as an extension activity.</p> <p>Students will understand how pitch and duration are represented using musical notation.</p> <p>Students will be able to apply their compositional skills to musical notation by writing a short obstinate in a notated format.</p> <p>Students will be able to perform a short piece of music from musical notation.</p>	<p>Students will be able to recognise and explain the differences between guitars e.g. acoustic, electric and bass.</p> <p>Students will be able to identify different types of guitar from recordings.</p> <p>Students will look at well-known examples of guitar music and guitarists.</p> <p>Students will be able to play three basic chords on a guitar which will enable them to play a range of three-chord songs.</p> <p>Students will be able to play a basic melody on a guitar.</p> <p>Students will continue to improve their performance and rehearsal techniques.</p>	<p>Students will continue to look at the ways to practise effectively and improve on existing skills.</p> <p>Students will be able to play a basic melody using one hand on a keyboard.</p> <p>Students will be able to play at least three chords on a keyboard and understand the difference between melody and chords/harmony.</p> <p>Students will be able to perform using two hands with some students using their left hand to provide a continuous drone and others being able to play a short ostinato or counter-melody at the same time as a melody in their right hand.</p> <p>Students will be able to make comparisons between chords and melody in the context of keyboard and guitar.</p> <p>Students will continue to develop their performance skills.</p>	<p>Students will be able to explain what is meant by pop music and will understand that it is a contraction of "popular".</p> <p>Students will look at the history of Pop music with particular focus on western popular music British Popular music from the 1950s to the present day.</p> <p>Students will be able to discuss music they like and identify instruments and features of a wide range of different pieces of pop music.</p> <p>Students will look at contemporary pop music as well as the similarities and differences between modern day pop music and older examples of pop music.</p> <p>Students will be able to create their own example of a piece of music based on Brit-pop.</p> <p>Students will look at the lyrics used in pop music and how these fit with a melody.</p>	<p>Students will be able to recognise what is meant by computer composition and will look at the influences technology has on music.</p> <p>Students will be able to discuss some of the ways that technology has evolved with music as well as recognising older examples of technology in music e.g. synthesisers and vocoders.</p> <p>Students will be able to use skills from earlier in the year to create their own rhythms and melodies as well as being able to explain what these terms mean.</p> <p>Students will be able to use an iPad to create their own computer composition using Garage Band and will also have an awareness of some of the other software used for music production.</p> <p>Students will understand how music is recorded and produced and will look at the set up of a recording studio.</p>

Key Words	Samba, Fusion, Sitar, Mariachi, Choir, Gospel, Reggae.	Bass, Treble, Clef, Pitch, Duration, Stave, Notation	Acoustic, Fret, Plectrum, Chords, Melody	Ostinato, Chords, Harmony, Melody, Drone, Sharp, Flat	Popular, Contemporary, Brit-pop	Vocoder, Synthesiser	
Activities, Practical Tasks and Assessment	<ul style="list-style-type: none"> • Practical performances on keyboard for each area of study. • Written assessment at the end of the unit. • Poster/Display for different cultures. 	<ul style="list-style-type: none"> • End of topic quiz using an online form. • Keyboard performances throughout unit. 	<ul style="list-style-type: none"> • Guitar performances throughout unit • End of topic written assessment. 	<ul style="list-style-type: none"> • Keyboard performances throughout unit. • Opportunities to perform in front of peers and provide constructive feedback. • End of topic written assessment. 	<ul style="list-style-type: none"> • Continuous appraisal of musical examples. • Short Composition task with the option of melody and or lyrics. 	<ul style="list-style-type: none"> • Garage Band composition using an iPad. • Shorter quizzes throughout unit to be compiled and used as assessment. 	