

<b>Year 5 Music</b>	<b>Topic:</b> <b>Ancient Greeks</b>	<b>Topic:</b> <b>Mayans</b>	<b>Topic:</b> <b>Stone Age</b>	<b>Topic:</b> <b>Vikings (2021/2022)</b>	<b>Topic:</b> <b>Magna Carta (local history study)</b>	<b>Topic:</b> <b>The British Empire and the beginnings of the commonwealth</b>
	<b>Concept:</b> <ul style="list-style-type: none"> <li>• Vocab &amp; devices</li> <li>• Singing</li> <li>• Performing</li> <li>• Composing</li> <li>• Notation</li> </ul> <b>Music history / composers</b>	<b>Concept:</b> <ul style="list-style-type: none"> <li>- Vocab &amp; devices</li> <li>- Singing</li> <li>- Performing</li> <li>- Composing</li> <li>- Notation</li> <li>- Music history / composers</li> </ul>	<b>Concept:</b> <ul style="list-style-type: none"> <li>- Vocab &amp; devices</li> <li>- Singing</li> <li>- Performing</li> <li>- Composing</li> <li>- Notation</li> <li>- Music history / composers</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Concept:</b> Vocab &amp; devices</li> <li>• Singing</li> <li>• Performing</li> <li>• Composing</li> <li>• Notation</li> </ul> <b>Music history / composers</b>	<b>Concept:</b> <ul style="list-style-type: none"> <li>• Vocab &amp; devices</li> <li>• Singing</li> <li>• Performing</li> <li>• Composing</li> <li>• Notation</li> </ul> <b>Music history / composers</b>	<b>Concept:</b> <ul style="list-style-type: none"> <li>• Vocab &amp; devices</li> <li>• Singing</li> <li>• Performing</li> <li>• Composing</li> <li>• Notation</li> </ul> <b>Music history / composers</b>
	<b>Skills:</b> <u>Notation</u> Notate their composing ? & include dynamic & pitch choice <u>Sing</u> Puffin Song Penguin Song Cat called Alexander	<b>Skills:</b> <u>Notation</u> Single notes How to show layers - <b>The graphic score of gradually adding, then decreasing layers of music looks like the outline of a Mayan temple</b> <u>Sing</u>	<b>Skills: Rounds</b> <u>Notation</u> Graphic Melody shapes <u>Sing</u> Fire! I throw my hands up Summer is a coming in <u>OPTIONS</u>	<b>Skills: Melody shapes</b> <u>Notation</u> Some notation of pitch & Melody shapes And duration notation of their own? <u>Perform</u> Melodies on keyboards and xylophones	<b>Skills:</b> Singing magna carta 800 years <a href="https://www.youtube.com/watch?v=XTWQzF1027I">https://www.youtube.com/watch?v=XTWQzF1027I</a> rap <a href="https://www.youtube.com/watch?v=F_5My8XH-n0">https://www.youtube.com/watch?v=F_5My8XH-n0</a> Notation Write and follow: Rhythms ta te te tika tika	<b>Skills:</b> <b>Notation</b> Simple note form for the accompaniments - pupils encouraged to memorise the patterns. <u>Harmony line for chorus :</u> = G GGA AAG F FFFF E G GGA AAG F FFF E D C <u>Sing</u>

	<p>Other songs learned so far, and/or other songs about animals or Greeks! Or from the <b>Lion King</b></p> <p><u>Listen: composers, history, context.</u> Saint-Saens = 19C, about same time as Holst, but a different country &amp; language</p> <p><u>Compose</u></p> <p>Ideas to reflect a lion or a mouse.</p> <p>Using...</p> <p>Dynamics</p> <p>Pitch</p> <p>Tempo Start, middle, end.</p>	<p>(The Mayan song) &amp; other <b>PENTATONIC</b> songs</p> <p>* "Popocatepetl is big volcano" - (if in parts, have HAP take lead for small groups/ parts within class singing)</p> <p><u>Vocab</u></p> <p>Pentatonic</p> <p>Melody</p> <p>Repeated Patterns (ostinato)</p> <p>Layers - Structure: as layers increase then decrease</p> <p><u>Listen: composers, history, context.</u></p> <p>Mayan music / instruments</p> <p>Other Western composers</p> <p>to music that has a canon / layers that build up / patterns:</p> <p>Handel's Messiah - Bach fugue</p>	<p>Canoe song <b>USE SING-UP</b></p> <p>Land of the Silver Birch</p> <p><u>Perform</u></p> <p>Accompaniments to rounds</p> <p>Singing rounds</p> <p>RECORD &amp; reflect back? <u>Vocab</u></p> <p>Rounds</p> <p>Melody, accompaniment</p> <p>Beats</p> <p><u>Listen:</u> composers, history, context. "Summer is a coming in"</p> <p><u>OPTIONS:</u></p> <p>Vivaldi – Seasons, eg of Ritornello Famous Rondos? – Mozart?</p> <p>-</p>	<p><b>Songs related to Vikings</b></p> <p><u>Vocab</u></p> <p>Melody</p> <p>Phrase</p> <p>Pitch shape</p> <p>Pitch = high, low, same</p> <p>Step &amp; leap</p> <p>Repetition</p> <p>Duration: long &amp; short notes</p> <p><u>Listen:</u> composers, history, context.</p> <p><u>Famous Melodies</u></p> <ul style="list-style-type: none"> <li>• Beethoven 5<sup>th</sup> sym</li> <li>• Star Wars theme</li> <li>• Mozart Twinkle Twinkle</li> <li>• Beethoven Ode to Joy</li> <li>• Super man theme</li> <li>• Mozart Eine kleine</li> </ul> <p>• Grieg Morning</p> <p><u>Compose</u></p> <p>Melodies</p> <p>(on pentatonic scale)</p> <p>(could use a given rhythm if helpful)</p>	<p><b>Crotchets, minims and quavers</b></p> <p><b>Simple and compound time syncopation</b></p> <p><b>Ternary binary rondo form</b> <b>Create rap based on magna carta</b></p> <p><b>Listen</b> <b>Medieval music</b></p> <p><b>. Hildegard of Bingen</b></p> <p><b>Monophonic music</b></p>	<p><b>Caribbean:</b></p> <p>Linstead Market – add harmonies</p> <p>Jamaican Farewell</p> <p>Little Bird (Sing-up)</p> <p><b>British Folk:</b></p> <p>The Fireman's Song</p> <p>Drunken Sailor</p> <p><b>African songs:</b></p> <p><u>Perform</u></p> <p>Accompaniments to songs from</p> <p><b>Caribbean:</b></p> <p>- Linstead Market</p> <p><b>British Folk:</b></p> <p>- The Fireman's Song</p> <p><b>OPTIONAL:</b></p> <p>African drumming</p> <p><u>Listen: composers, history, context.</u></p> <p>Caribbean music</p> <p>British folk music</p> <p>? Vaughan Williams ? Elgar?</p> <p>-</p>
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<b>Year 6 MUSIC</b>	<b>Topic:</b> <b>Machines</b> <b>Rhythm pieces</b>	<b>Topic:</b> <b>Clouds /stormy weather</b>  <b>Journey Greig</b> <b>Christmas</b>	<b>Topic:</b> Egypt	<b>Topic:</b> <b>WW11</b> <b>Angry Earth</b>	<b>Topic:</b> <b>Pop songs</b>	<b>Topic:</b> <b>Haydn rap</b> <b>Healthy rap</b>
	<b>Concept:</b> Strands of Learning: <ul style="list-style-type: none"> <li>• Vocab &amp; devices</li> <li>• Singing</li> <li>• Performing</li> <li>• Composing</li> <li>• Notation</li> </ul> Music history / composers	<b>Concept:</b> Strands of Learning: <ul style="list-style-type: none"> <li>• Vocab &amp; devices</li> <li>• Singing</li> <li>• Performing</li> <li>• Composing</li> <li>• Notation</li> </ul> Music history / composers	<b>Concept:</b> Strands of Learning: <ul style="list-style-type: none"> <li>• Vocab &amp; devices</li> <li>• Singing</li> <li>• Performing</li> <li>• Composing</li> <li>• Notation</li> </ul> Music history / composers Link with Egypt is that Pharaohs were a long time ago, and a long time ago, drones, modes &	<b>Concept:</b> Strands of Learning: <ul style="list-style-type: none"> <li>• Vocab &amp; devices</li> <li>• Singing</li> <li>• Performing</li> <li>• Composing</li> <li>• Notation</li> </ul> Music history / composers	<b>Concept:</b> Strands of Learning: <ul style="list-style-type: none"> <li>• Vocab &amp; devices</li> <li>• Singing</li> <li>• Performing</li> <li>• Composing</li> <li>• Notation</li> </ul> Music history / composers	<b>Concept:</b> Strands of Learning: <ul style="list-style-type: none"> <li>• Vocab &amp; devices</li> <li>• Singing</li> <li>• Performing</li> <li>• Composing</li> <li>• Notation</li> </ul> Music history / composers

			pentatonic were around.			
<p><b>Skills:</b></p> <p><u>Notation</u></p> <p>Graphic score notation</p> <p><u>Sing</u></p> <p>Fast Car</p> <p><u>Vocab</u></p> <p><b>Beat</b></p> <p><b>Repeated rhythm patterns</b></p> <p><b>Staggered start &amp; end (structure)</b></p> <p><b>Layers (texture)</b></p> <p><b>dynamics, gradually change the pattern's pitch (not rhythm) as in minimalism.</b></p> <p><u>Listen: composers, history, context.</u></p> <p>John ADAMS: Short Ride in a Fast Car</p>	<p><b>Skills:</b></p> <p>The 2 KEYWORDS: patterns, layers, ABA structure (Start, middle, End : STRUCTURE)</p> <p><u>Vocab</u></p> <p>Tempo terms</p> <p><b>texture/layers, patterns,</b> loops, overlapping sounds, dynamics terms</p> <p>Note Clusters</p> <p>Tremolo or drum roll (thunder)</p> <p><u>Listen: composers, history, context.</u></p> <p>Debussy "Nuages"</p> <p>Beethoven "Sym 6: Storm"</p> <p>Nick Powlesland "Cloud Nine"</p> <p><u>Compose</u></p> <p>In teams</p> <p>Using pattern, repetition &amp; layers.</p>	<p><b>Skills:</b></p> <p><u>Sing</u></p> <p>"Tutankhamun" from Sing-Up</p> <p>Songs from Disney's "Prince of Egypt"</p> <p><u>PENTATONIC SONGS:-</u></p> <p>Amazing Grace</p> <p>Swing Low</p> <p>Mull of Kintyre</p> <p><u>Perform</u></p> <p>Short compositions to show understanding of compositional devices</p> <p><u>Revisit:</u></p> <p>Tempo= fast, medium, slow</p> <p>Texture = few, many layers</p> <p>Patterns = repeated, slightly changing, loops, overlapping,</p> <p>Structure: start, middle, end</p> <p>Dynamics = loud, medium, quiet &amp; some Italian terms</p>	<p><b>Skills:</b></p> <p><u>Notation</u></p> <p>Traditional:</p> <p>Crotchets, quavers, minims, semibreves</p> <p>Pitch on stave.</p> <p>HAP &amp; others: sharps &amp; flats</p> <p><u>Sing</u></p> <p>White cliffs of Dover</p> <p>We'll meet a gain</p> <p>Quarter Master's Stores</p> <p><u>Perform</u></p> <p>Keyboards &amp; sing to others, as a small group &amp; as a class.</p> <p><u>Vocab</u></p> <p>crotchets, minims, quavers, semibreves</p> <p>pitch on stave</p>	<p><b>Skills:</b></p> <p><b>sing</b></p> <p>"With a Little Help from my Friends"</p> <p>&amp; those included in the pop sings quiz.</p> <p>&amp; other Beatles songs or from YOUUBE</p> <p><u>Perform</u></p> <p>accompaniment on keyboard or own instrument (Bass line – on keyboard)</p> <p><u>Vocab</u></p> <p>Structure</p> <p>Intro, verse, chorus, middle 8, link, outro</p> <p>Chords,</p> <p>Chord sequence</p> <p>Bass line</p> <p><u>Listen: composers, history, context.</u></p>	<p><b>Skills:</b></p> <p><u>Notation</u></p> <p>Simple stave</p> <p>Crotchet</p> <p>Quaver</p> <p>Crotchet rest</p> <p><u>Sing</u></p> <p>Songs in German Grün, grün, grün(sing-up)</p> <p>Haydn: "Deutschland über alles"</p> <p><u>Perform</u></p> <p>Melody on keyboard or own instrument</p> <p><b>chords or bass line</b></p> <p><u>Vocab</u></p> <p>Crotchet, Quaver</p> <p>Crotchet rest</p> <p>Dynamics</p> <p>Pattern</p>	

	<p>Gary RYAN: "Generator" for 2 guitars</p> <p>Steve REICH: six marimbas</p> <p><u>Compose</u></p> <p>Team composing using instruments and devices:-</p> <p><b>Beat</b></p> <p><b>Repeated rhythm patterns</b></p> <p><b>Staggered start &amp; end layers</b></p> <p><b>HAP: dynamics, gradually change the pattern's pitch (not rhythm) as in minimalism.</b></p>	<p>Structure = follow 3 clouds pictures chosen by team and in order they decide.</p> <p><u>Compose</u></p> <p>In teams</p> <p>Using pattern, repetition &amp; layers.</p> <p>Structure = a thunderstorm</p> <p>ABA</p> <p><b>CHRISTMAS</b></p> <p><u>Notation</u></p> <p>Read accompaniment notation, Including #</p> <p><u>Listen: composers, history, context.</u></p> <p>Grieg "In the Hall of the Mountain King"</p> <p>Discover patterns &amp; how they can help learning a piece of music &amp; performing it.</p>	<p><u>Listen: composers, history, context.</u></p> <p>Scottish</p> <p>Indian</p> <p>Gamelan Chinese music</p> <p><u>Compose</u></p> <p>Using drone, pentatonic,</p> <p>Dorian mode, structure ABA</p> <p>Texture = few, many layers of sound/ parts</p> <p>Patterns = repeated, slightly changing, loops, overlapping,</p> <p>Structure: start, middle, end</p>	<p><u>Listen: composers, history, context.</u></p> <p><u>WW2 Songs</u></p> <p><u>MARCHES:</u></p> <p>Dam busters</p> <p>Royal Welsh</p> <p>British Grenadiers</p> <p><u>Dance Music</u></p> <p>Glenn Miller pieces</p>	<p>- Pop music quiz, identify the decade of the pop song &amp; give a reason for your answer</p> <p>Play &amp; sing ensemble pop songs (e) &amp; (f) evidence from written answers to listening activities</p>	<p>Melody</p> <p>Repetition / change</p> <p><u>Listen: composers, history, context.</u></p> <p>Haydn:</p> <ul style="list-style-type: none"> <li>- Surprise,</li> <li>- Clock sym.</li> </ul> <p><u>Compose</u></p> <p>play whole melody</p> <p>Add bass / chords</p> <p>Compose more than 4 bar melody.</p> <p><u>Notation</u></p> <p>To notate the rap's structure, eg. Intro, verse, chorus</p> <p><u>Vocab</u></p> <p>Structure</p> <p>Intro, verse, chorus, bridge</p> <p>4 beat or 4 bar phrases</p> <p>beats,</p> <p>bass line,</p>
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						<p><u>Listen: composers, history, context.</u></p> <p>Modern day raps</p> <p>Including Wayne's Zach Rap</p>
	<p><b>Outcome:</b> Aut 1: compose "Living Machine", using devices &amp; dynamics (b)</p> <p>Aut 1: notate comp in graphic score (d) NB = first time, to improve later in topic</p>	<p><b>Outcome:</b> : compose &amp; perform accurately composition of "Clouds"</p> <p>notate own comp. describe music (Beethoven &amp; Grieg) using music vocab.</p> <p>ensemble perf. Grieg (a)</p> <p>Aut 3: sing Christmas songs</p>	<p><b>Outcome:</b> graphic notation of own composition</p> <p>composing using drones and dorian modes</p> <p>singing (needed for Target Tracker)</p>	<p><b>Outcome:</b> solo keyboard play lines 1 &amp; 2 use RH only</p> <p>melody+ bass line</p> <p>melody &amp; chords</p> <p>: stave notation, crotchet, minim, semibreve</p>	<p><b>Outcome:</b></p> <ul style="list-style-type: none"> <li>• Spot patterns on the stave notation</li> <li>• Play bars 1 – 6</li> </ul> <p>Compose using C-G with rhythm from bars 1-4 &amp; Notate</p>	<p><b>Outcome: (a)</b> Ensemble performance of own rap</p> <p>(e) How rap can influence or express our beliefs &amp; ideas</p>

<b>Year 7</b>	Topic: Chords and songs	Topic: Fanfares trailers and motifs Silent night	Topic: Ukulele	Topic: Ode to joy Beethoven	Topic: Gamelan Film music	Topic: Guitars and ukuleles
	Concept: <ul style="list-style-type: none"> <li>• Vocab &amp; devices</li> <li>• Singing</li> <li>• Performing</li> <li>• Composing</li> <li>• Notation</li> </ul> Music history / composer	Concept: <ul style="list-style-type: none"> <li>• Vocab &amp; devices</li> <li>• Singing</li> <li>• Performing</li> <li>• Composing</li> <li>• Notation</li> </ul> Music history / composer	Concept: <ul style="list-style-type: none"> <li>• Vocab &amp; devices</li> <li>• Singing</li> <li>• Performing</li> <li>• Composing</li> <li>• Notation</li> </ul> Music history / composer	Concept: <ul style="list-style-type: none"> <li>• Vocab &amp; devices</li> <li>• Singing</li> <li>• Performing</li> <li>• Composing</li> <li>• Notation</li> </ul> Music history / composer	Concept: <ul style="list-style-type: none"> <li>• Vocab &amp; devices</li> <li>• Singing</li> <li>• Performing</li> <li>• Composing</li> <li>• Notation</li> </ul> Music history / composer	Concept: <ul style="list-style-type: none"> <li>• Vocab &amp; devices</li> <li>• Singing</li> <li>• Performing</li> <li>• Composing</li> <li>• Notation</li> </ul> Music history / composer
	Skills: To read and write staff notation To know the difference between major and minor To play major and minor chords To sing a simple song and accompany using chords simultaneously	Skills: To describe the criteria for and compose: Motif Pedal note Inverted pedal note Fanfares  <u>Listen:</u> composers, history, context.	Skills: Hold a ukulele correctly Strum correctly Read ukulele chords Move between chords fluently Sing and play a piece. Read and play TAB  3 Little birds  One love  <u>Listen:</u> composers, history, context.	Skills:  Know about Beethoven's life Notate piece using staff notation. Understand time signatures, accidentals Play piece on keyboard including chords Understand the meaning of patterns, Chord sequence	Skills:  Know which instruments are used Create own gamelan piece Perform and evaluate  <u>Sing</u> Pentatonic songs  <u>Perform</u>  Ensemble performing	Skills:  Hold a guitar/ukulele accurately Tune a guitar Read TAB Create a short piece using TAB  <u>Vocab &amp; devices</u>  Chords  TAB Melody

		<p>John Williams “Star Wars” motifs &amp; fanfares</p> <p>J.Williams – Superman</p> <p>Copeland “Fanfare for the Common Man”</p> <p>J.Williams – “Olympic Fanfare”</p> <p>Could add “The Hobbit”</p> <p>Play silent night on the keyboard including chords</p>	<ul style="list-style-type: none"> <li>• Reggae: Bob Marley</li> <li>• Identify chord changes in chord sequence.</li> <li>• compare differences of pop music from different decades (follow on from Year 6 Pop Song topic) – Production &amp; technology</li> </ul>	<p>Beats, bar, phrase, Melody, Accompaniment</p> <p>Chord (major, minor)</p> <p>Crotchet, quaver, dotted crotchet, minim, repeat,</p>	<p>Using changes of dynamics &amp; tempo</p> <p><u>Vocab</u></p> <p>Pentatonic (slendro)</p> <p>Gamelan</p> <p>Rhythmic patterns – ostinato / decoration</p> <p>Section A, Section B</p> <p>Changes in dynamics</p> <p>Changes in tempo</p> <p><u>Listen: composers, history, context.</u></p> <p>Gamelan:</p> <ul style="list-style-type: none"> <li>a) Performance of</li> <li>b) Instruments of</li> </ul> <p>Lou Harrison: “Concerto for piano and Javanese gamelan” Movt 2 (1983-5)</p> <p>Debussy: “Padoges’ from “Estamps” 1903</p> <p>Reich: “Music for mallet instruments, voices &amp; organ” (1973)</p> <p>Film Music</p>	
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					<p>Dynamics:</p> <p>F, mf, mp, p, cresc, dim</p> <p>sfz, silence, sound fx</p> <p>Pedal / inverted pedal</p> <p>Major / minor/ clashing chords</p> <p>Motif</p> <p><u>Listen: composers, history, context.</u></p> <p>Mussorgsky: “night on a Bold mountain” – dynamics</p> <p>Beethoven: 5<sup>th</sup> Sym – motif</p> <p>Devices: W&amp;G music itself</p>	
<p>Outcome:</p> <p>Play chords C, Dm, G</p> <p>Play a chord sequence of 2 chords</p> <p>Play chords and sing 2 lines of a song</p>	<p>Outcome:</p> <p>Compose &amp; notate a fanfare</p> <p>Compose &amp; notate a motif</p>	<p>Outcome:</p> <p>To read the chord shape &amp; produce the chord on the ukulele</p> <p>To change from C to F in time to the beat</p>	<p>Outcome:</p> <p>Play chord sequence to Ode to Joy</p> <p>Find patterns in the melody staff notation</p>	<p>Outcome:</p> <p>Ensemble performing</p> <p>b) Expressive dynamics &amp; tempo:</p> <p>1. Memorise Section A</p>	<p>Outcome:</p> <p>1. Know names of the strings</p> <p>2. Can play 2 chords in a song</p> <p>Can play a short melody from TAB</p>	

	Play melody and chords together	Compose music for a film trailer Notate and play Silent night on the keyboard	To change between F,C and G in time to the beat To sing and play (at least C chord & a bit one other) in 3 Little Birds	Perform lines 1, 2, 4, mainly accurately,	Perform in an ensemble, changing dynamics and tempo.  Plan a film score on paper, showing where composing devices & dynamics are used. 2 Creative use of devices & dynamics	
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Year 8 Music	Topic: Guitar skills Dvorak	Topic: Christmas film music	Topic: Ukulele chord sequence	Topic: Mozart Green onions	Topic:	Topic:
	Concept: Strands of Learning: <ul style="list-style-type: none"> <li>Vocab &amp; devices</li> <li>Singing</li> <li>Performing</li> <li>Composing</li> <li>Notation</li> </ul> Music history / composers	Concept: Strands of Learning: <ul style="list-style-type: none"> <li>Vocab &amp; devices</li> <li>Singing</li> <li>Performing</li> <li>Composing</li> <li>Notation</li> </ul> Music history / composers	Concept: Strands of Learning: <ul style="list-style-type: none"> <li>Vocab &amp; devices</li> <li>Singing</li> <li>Performing</li> <li>Composing</li> <li>Notation</li> </ul> Music history / composers	Concept: Strands of Learning: <ul style="list-style-type: none"> <li>Vocab &amp; devices</li> <li>Singing</li> <li>Performing</li> <li>Composing</li> <li>Notation</li> </ul> Music history / composers	Concept: Strands of Learning: <ul style="list-style-type: none"> <li>Vocab &amp; devices</li> <li>Singing</li> <li>Performing</li> <li>Composing</li> <li>Notation</li> </ul> Music history / composers	Concept: Strands of Learning: <ul style="list-style-type: none"> <li>Vocab &amp; devices</li> <li>Singing</li> <li>Performing</li> <li>Composing</li> <li>Notation</li> </ul> Music history / composers
	Skills: <u>Notation</u> Stave notation for pitch Crotchet Minim Semibreve <u>Perform</u> Dvorak's Largo chords, bass line & melody <u>Vocab</u> Largo Notes on the stave	Skills: <u>Sing</u> : Songs whose melodies move by step - learn to read from notation? <u>Perform</u> : Mozart's Theme (melody, chords separately and/or together) Own variation Learn <u>Vocab</u> & Composing devices	Skills: <u>Perform</u> Tune & Play the ukulele Sing Sing and play In ensemble <b>ALL</b> : to hold a beat, even if play chord once & then change. <b>MOST</b> : strum on each beat	Skills: <u>Perform</u> : Mozart's Theme (melody, chords separately and/or together) Own variation Learn Vocab & Composing devices Theme & Variation 4 bar phrase Melody moves by step / leap or jump Repetition	Skills: Drum rhythms Reading and recognising notation rhythm and pitch Play riff and 12 bar blues	Skills: Revision on chords notation pitch rhythms Composition structure binary ternary rondo motif pedal note inverted pedal note musical terms Compose short film piece

	<p>Crotchet, Minim, Semibreve Chord (major, minor) Chord sequence, melody &amp; accompaniment Pattern, symphony <u>Listen: composers, history, context.</u> Dvorak's "largo" from "The New World" <u>NB:</u> Anton Dvorak (8 Sept, 1841, 1 May 1904) Hear difference between major &amp; minor chords</p> <p><u>Notation</u></p> <p>Chord notation TAB Sing and play simultaneously</p>	<p>pedal Inverted pedal Motif Major chord Minor chord Clashing chord Sforzando Forte/mezzo forte etc. <u>Listen: composers, history, context</u> Section of "The Grinch"? Compose a piece to accompany a section of the film</p>	<p><b>SOME:</b> strum a rhythm pattern Learn and apply Chord sequence Major chord Minor chord Beats, Strum, Melody, Accompaniment, Intro, verse, chorus <u>Listen: composers, history, context.</u> 21 century songs <b>Cultural &amp; historical context of Reggae</b> explain structure / chord sequence, VOCAB: intro, verse, chorus</p>	<p>Pitch changes Duration changes Crotchet, quaver, minim <u>Listen: composers, history, context</u> Mozart: "Ah, je vous dirais mamam" <u>Compose</u> Own variation add chords, sequences, chromatic decoration, Compose a second variation Passing notes A new key Green Onions Learn how to use: flats (b),riff, minor chords 12 bar blues (pattern, sequence or structure)</p>		
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				Pentatonic blues scale		
	<p><b>Outcome:</b>  Play chord sequence quite fluently  Play chords &amp; bass line (Y8 standard on keyboards)  Identify notes on stave  Play melody quite fluently  Compose using given rhythm</p>	<p><b>Outcome:</b>  Compose using composing devices  Perform of team composing</p>	<p><b>Outcome:</b>  play 3 chords in a song (on ukulele or guitar)   Play &amp; sing a song (on ukulele or guitar)   Play &amp; sing another song OR play a short TAB melody</p>	<p><b>Outcome:</b>  Label notes on stave  Play theme melody   Play theme melody &amp; bass   Play theme melody &amp; chords   Compose &amp; notate a variation with changed pitch   Compose &amp; notate a variation with changed duration   <b>Green Onions</b>   Know how to play Ab Bb Db Eb on keyboard   <b>2.</b> Play lines 1 &amp; 2 of bass riff (using one or both hands)  <b>3.</b> Demonstrate Fm chord</p>	<p><b>Outcome:</b></p>	<p><b>Outcome:</b></p>