

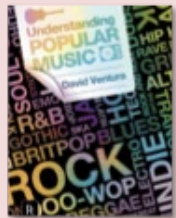


The English Martyrs Catholic School and Sixth Form College

<u>Music</u>	<u>Module 1</u>	<u>Module 2</u>	<u>Module 3</u>
<u>Topic Theme and Intent</u>	Pupils will explore the four families of the orchestra. They develop an understanding of musical instruments and the timbres associated with each instrument. Pupils will explore music written for special occasions and affirm why they were written. Pupils will be inspired by the music of Tchaikovsky focusing upon Peter and The Wolf and will begin to compose a piece that reflects the characteristics of an animal using the keyboards.	Pupils will be introduced to formula needed to create a Major, Minor and Chromatic scales. Pupils will perform a series of pieces apply the three harmonic scales. Pupils will explore traditional Brazilian Samba music and will develop their musical literacy through rhythmic reading and rhythmic composition through a series of class-based workshops.	Pupils will be introduced to the difference of ensembles, including duets. Pupils will recap musical notation and spend time honing their practical skills, working firstly in small ensembles before the most able given the task of working in a larger group. Pupils will focus on 'time keeping' and being able to communicate with others in their ensembles and perform a variety of pieces from different genres.
<u>Knowledge</u>	<ul style="list-style-type: none"> • Baseline assessment • Families of the Orchestra • Brass Fanfares • Elements of Music • Peter and the Wolf • Peter and the Wolf 2 • Rhythm • Rhythm II • Rhythm • Notes of the staff • Tempo & Dynamics • Keyboard skills 	<ul style="list-style-type: none"> • Major tonality • Major tonality II • Minor tonality • Minor Tonality II • Chromatic Tonality • Intro to Samba • Samba: The Groove • Samba: The Break • Samba: Being the Bloco • Samba: The Performance I • Samba: The Performance II 	<ul style="list-style-type: none"> • Ensembles & Duets • Ensembles • Ensembles II • Ensembles: Time Keeping • Performing ab Ostinato • Performing as an Ensemble • Ensemble skills • Ensemble skills II • The Rhythm Section • Creating a Live • Rehearsing the Band • Rehearsing the Band II
<u>Skills</u>	Pupils will begin to apply the fundamentals of music education. Pupils will gain understanding of musical instruments and their unique timbres and how they fit into wider orchestral ensembles. Pupils will enhance their knowledge of Musical rhythms and how these can be applied to enhance compositional technique.	Pupils will explore the importance of harmony and the impact this has linked to music theory and practical developments. Pupils will perform and compose applying major, minor and chromatic harmony and gain an understanding of impact of harmony linked to compositional technique and mood.	Pupils will enhance their performance skills. They will reflect upon performance practice to adequately prepare for the performance demands of the Year 8 curriculum.
<u>Literacy Links</u>	<p>Reading – Pupils will read for meaning and begin to read musical notation</p> <p>Writing – Pupils will respond to musical questions, using music specific vocabulary effectively</p> <p>Oracy – Pupils will form opinions and articulate them through class discussions, speaking confidently and effectively, describing what they have heard using specific musical vocabulary. Engaging in discussion with other pupils.</p>	<p>Reading – Pupils will read for meaning and begin to read musical notation</p> <p>Writing – Pupils will respond to musical questions, using music specific vocabulary effectively</p> <p>Oracy – Pupils will form opinions and articulate them through class discussions, speaking confidently and effectively, describing what they have heard using specific musical vocabulary. Engaging in discussion with other pupils.</p>	<p>Reading – Pupils will read for meaning and begin to read musical notation</p> <p>Writing – Pupils will respond to musical questions, using music specific vocabulary effectively</p> <p>Oracy – Pupils will form opinions and articulate them through class discussions, speaking confidently and effectively, describing what they have heard using specific musical vocabulary. Engaging in discussion with other pupils.</p>
<u>Essential Vocabulary</u>	Accompaniment, texture, timbre, structure, evoking, conduct, melody, rhythm	Major, Minor, Chromatic, Tone, Semitone, Syncopation, Rhythm, Samba, Repinique, Surdo, Caixa, Ganza, Agogo	Syncopation, Rhythm, Chord, Progression, Major, Minor, Ensemble, Tempo, Balance, Timbre

Disciplinary Reading

Reading for Pleasure



Understanding Popular Music



Drum Dream Girl



The Mozart Question



A Horn for Louis

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