

MUSIC

How do we further extend our performance skills by creating a performance of our own choice using the musical knowledge and skills we have built up since year 7?

- How to read treble clef notation to guide a performance
- How rhythm notation (minims, crotchets, quavers, and semiquavers) looks and sounds
- How to rehearse successfully
- How to perform with expression
- How to perform accurately and fluently



How do we extend knowledge of composition through writing a protest song?

- How to use notation to record a composition
- How to compose a song, including word setting of lyrics
- The constructive components of a song, including chord sequences, melodies, and lyrics
- The process of developing a protest song



How do we use composing techniques to create soundtracks for a film scene?

- How composers use the elements of music shape feelings
- How to compare film music from a breadth of genres
- How to produce a high-quality performance of a composition
- How to rehearse successfully
- How to use notation to guide a performance and record a composition



How do we perform 'How to Save a Life' by the Fray on keyboards and ukuleles?

- How to read treble clef notation to guide a performance
- How rhythm notation (minims, crotchets, quavers, and semiquavers) looks and sounds
- Rehearsing successfully
- Performing with expression
- Constructing chords on the keyboard and ukulele
- Singing and playing in time together, accurately and fluently



How can we extend performance skills and understanding of notation, chords, and the development of popular music through the keyboard?

- How rhythm notation (minims, crotchets, quavers, and semiquavers) looks and sounds
- How to read treble clef notation to guide a performance.
- The development of popular music and the various styles
- How to rehearse successfully
- How to construct chords on the keyboard
- How to perform a breadth of increasingly ambitious keyboard pieces and perform them with accuracy, fluency, and expression

