

# Holy Family Catholic School – Humanities & Creative Arts

## Music

## Autumn Half Term 1

## Year 10

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Red Zone
<b>Lesson 1 Week 1</b> To learn about the structure of the GCSE music course and consider performance ideas. Elements of music recap using MAD TSHIRT	Component 1,2,3 Performing Composing Appraising Exam Coursework Internally assessed Externally assessed	What does GCSE Music involve?  What are your performance ideas?		You understand and can explain briefly, the 3 aspects of the course that you will be assessed in. C1: Performance (Solo & Ensemble) C2: Composition (Free & Exam board brief) C3: Exam (8 questions 1.5 hours)	<u>Red Chat:</u> In different sections students are asked to discuss what the meaning of the explanation on the board is in relation to Component 1, 2 & 3 of the GCSE Music course.  <u>Red Zone:</u> Students are asked to research/think of and name 2 songs or pieces of music each that they would like to learn to play for their performance.
<b>Lesson 2 Week 1</b> To learn about the Structure and Chords of ‘Africa’ by Toto (Set work)	Strophic Verse-Chorus Introduction Verse 1/2 Chorus 1/2/2 Link 1/2 Instrumental Outro <u>Chords</u> <ul style="list-style-type: none"> <li>Riff A: A, G#m. C#m</li> <li>Chorus: F#m, D, A, E</li> </ul>	AoS4: Set work study- Africa Structure & Chords	What are the 3 areas you will be assessed in for GCSE Music?	You can explain the basic structure of ‘Africa’ by Toto and have attempted playing the chords from riff A and the Chorus. You are able to play these, even if the tempo is slower than the original. You can also give an explanation of structure keywords, such as verse, chorus etc.	<u>Red Chat:</u> Students given clues relating to the structure of ‘Africa’ by Toto. Asked to discuss and collaboratively agree on an order for the structure of the song.  <u>Red Zone:</u> After the structure is taught to the students and sections are explained/demo-ed by teacher, they then label their score with the structure of the song. They also need to write the structure clearly with bar numbers in their books.
<b>Lesson 3 Week 2</b> To learn about the melody and effects of ‘Africa’ by Toto (Set work)	Conjunct Disjunct Syncopation Step-wise movement Wide vocal range Pentatonic scale Vocal improvisations	AoS4: Set work study- Africa Melody and effects	What is the structure of ‘Africa’ by Toto?  What chords are used in this set work?	You are able to explain some of the keywords used to describe the melody in ‘Africa’ by Toto and you can identify some of these examples in the song, either by listening, playing the song, or by using the score.	<u>Red Chat:</u> Students are given words that relate to melody and are asked to match these to their definitions.  <u>Red Zone:</u> After the teacher led part of the lesson, where the melody has been demonstrated and broken down, students will label some key points in the melody on their score. Students will then play the melody themselves to help them develop an understanding of the learning.
<b>Lesson 4 Week 2</b> Consolidate learning done on ‘Africa’ by Toto so far. Complete remaining areas: Texture, Tonality	Form & Structure Metre & Rhythm Tonality Texture Harmony Melody Tempo Dynamics Instrumentation	AoS4: Set work study- Africa Consolidate learning	Can you name 3 effects that are used in ‘Africa’ by Toto?	You have recapped the learning done so far on the Structure and Melody of ‘Africa’ by Toto. You have also started to develop an understanding of the harmony and tonality of the song. (Linking back to chords learned in lesson 2)	<u>Red Chat:</u> Students are given question cards relating to previous learning and take turns quizzing each other.  <u>Red Zone:</u> Students will play scales and chords linking to the song – making links to listening excerpts and the score.

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<b>Lesson 5 Week 2</b> To recap the learning completed so far on AoS4 and ‘Africa’ by Toto (set work)	Form & Structure Metre & Rhythm Tonality Texture Harmony Melody Tempo Dynamics Instrumentation	AoS4: Set work study- Africa Consolidate learning	How is processing used in the song ‘Africa’ by Toto?	You have recapped the learning done so far on the Structure, Melody, Harmony and Tonality of ‘Africa’ by Toto. You have also started to develop an understanding of the Tempo, Dynamics and Instrumentation of the song.	<u>Red Chat:</u> Students are given question cards relating to the previous learning on Harmony and tonality from previous lesson and take turns quizzing each other.  <u>Red Zone:</u> Students will complete tasks linking to Tempo, Dynamics and Instrumentation of the song.
<b>Lesson 6 Week 3</b> To rehearse the basics of playing together in an ensemble (7 nation army)	Ensemble performance Parts Lead Guitar Rhythm guitar Bass Guitar Vocals Drum Kit Tempo Timing Counting Accuracy Rock	What is Ensemble Performance?  How can we improve our ensemble playing?	How could you describe the melody of ‘Africa’ by Toto?	You have started to develop some ensemble skills today, by working in a group to create a version of ‘7 nation army’ by the white stripes. You can play at least one of the parts with varying levels of success across the class.	<u>Red Chat:</u> Students are asked how they would make sure a group of musicians could play well together – what things should they consider? Think, pair, share task.  <u>Red Zone:</u> Students rehearse at least 1 instrumental part from the song ‘7 nation army’ by the white stripes and start attempting to put this together as a small group/band.
<b>Lesson 7 Week 3</b> To continue rehearsing the basics of playing together in an ensemble (7 nation army)	Ensemble performance Parts Lead Guitar Rhythm guitar Bass Guitar Vocals Drum Kit Tempo Timing Counting Accuracy Rock	What is Ensemble Performance?  How can we improve our ensemble playing?  How to fit different parts together?	What is the most important thing about playing music in an ensemble?	You have further developed your ensemble skills today, by continuing your group work to create a performance of ‘7 nation army’ by the white stripes. You can play at least one of the parts with varying levels of success across the class. At least 1 section can be performed as a group/band.	<u>Red Chat:</u> Students are asked to create 2 ensembles from a selection of given instruments. They must try to get the correct combination for a rock and vs a folk group.  <u>Red Zone:</u> Students rehearse at least 1 instrumental part from the song ‘7 nation army’ by the white stripes and start attempting to put this together as a small group/band. Aim is to be able to play at least 1 section of the song.
<b>Lesson 8 Week 4</b> Composing workshop 1 AoS1: To learn about structural devices and attempt to use them in your work.	Ostinato Repetition Contrast Sequence Imitation Drone Pedal Conjunct movement Disjunct movement Chords Broken chords Arpeggio	To understand how music is constructed in relation to Form & Structure (various)	What are the main parts in the song ‘Seven Nation Army’ by the White Stripes?	You have created at least 1 example of each melodic device taught. You may have used the support tutorials to help you, but the work created in your own, original idea.	<u>Red Chat:</u> Students to discuss what types of ensembles would fall into the ‘western classical tradition’ category. They will be provided with a selection to pick from – working in groups of 3.  <u>Red Zone:</u> Students work on GarageBand to create a selection of melodic ideas that use the structures that have been taught this lesson. (Ostinato, Repetition, Contrast, Sequence, Imitation) They must create their own melodies, not loops.

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<b>Lesson 9 Week 4</b> Composing workshop 2 AoS1: To learn the main Forms & Structures used in western classical & popular music.	Binary form Ternary form Minuet & Trio form Rondo form Variations Strophic form	To understand how music is constructed in relation to Form & Structure (various)	What is an Ostinato?  What does contrast mean in music?  When imitation is used, what does this mean?	You have learned about some basic musical structures used in the western classical tradition and have created some melodic ideas using these structures.	<b>Red Chat:</b> Students to discuss what types of ensembles would fall into the ‘western classical tradition’ category. They will be provided with a selection to pick from – working in groups of 3.  <b>Red Zone:</b> Students work on GarageBand to create a selection of melodies that follow the structures taught; (Binary, Ternary, Rondo, Variations, Strophic) They must create their own melodies, not loops.
<b>Lesson 10 Week 4</b> Composing workshop 3 AoS1: To learn about structural devices and attempt to use them in your work.	Syncopation Anacrusis Regular phrasing Ornamentation	To understand how music is constructed in relation to Form & Structure (various)	What is the difference between binary and ternary form?  What is another name for ‘Strophic form’?  What happens in a piece of music that follows Variations structure?	To continue developing your melodic ideas by adding more of the devices you have learned. Each one should have its own track in GarageBand as evidence.	<b>Red Chat:</b> Students must put letters (ABC) in the correct order to represent the following structures: Binary, Ternary, Rondo, Variations, Strophic.  <b>Red Zone:</b> Students work on GarageBand to create a selection of melodies that follow the structures taught; (Syncopation, Anacrusis, Regular Phrasing, Ornamentation) They must create their own melodies, not loops.
<b>Lesson 11 Week 5</b> To apply our form & structure learning to the set work ‘Badinerie’	(As previous 3 lessons)	To understand the Form & Structure of Badinerie (Set work)	What is mean by the term ‘Regular phrasing’?	You have applied our learning on ‘Structure & form’ to the set work Badinerie. You have added the structure onto your score and have started rehearsing to be able to play each section on the keyboard, to help you better understand the structure of the piece. You can also identify some aspects of the structure by listening.	<b>Red Chat:</b> Students study a colour coded outline of the structure (Melody focussed) of Badinerie, with the aim of identifying and suggesting what the structure of the piece could be. They must check their theory with a partner before sharing final ideas to the class.  <b>Red Zone:</b> Students rehearse to be able to play each section of the melody of Badinerie. May also link back to melody description keywords during this task.
<b>Lesson 12 Week 5</b> Composing workshop 4 AoS2: To learn about how Sonority & Texture is used and how this affects the music you hear.	Round Canon Melody & Accompaniment Chordal Layered	To understand how music is constructed in relation to Sonority and Texture (various)	What is Syncopation?	You can sing a simple song in round or canon to help you understand the technique. You have also listened to examples of melody and accompaniment, Chordal and Layered songs.	<b>Red Chat:</b> The class will collaborate to produce a song in canon and round.  <b>Red Zone:</b> Students complete listening tasks linked to the sonic textures of; Melody & Accompaniment, Chordal and Layered.
<b>Lesson 13 Week 6</b> Composing workshop 5 AoS2: To learn about how Sonority & Texture is used and how this affects the music you hear.	Unison Monophonic Homophonic Polyphonic Countermelody	To understand how music is constructed in relation to Sonority and Texture (various)	What sort of instruments might you hear playing the ‘melody’ part in ‘Melody & Accompaniment’ texture?  What sort of instruments might you hear playing the	You can identify a selection of popular textures (Unison, Monophonic, Homophonic, Polyphonic and Countermelody) through engaging with listening tasks and by learning to play some of these.	<b>Red Chat:</b> Discussion about the terms used to describe the 4 main textures on music. (Focussed on the words alone)  <b>Red Zone:</b>

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			‘accompaniment’ part in ‘Melody & Accompaniment’ texture?	You have created a GarageBand project that includes 3 of the textures covered today.	Students will create a project on GarageBand that includes examples of 3 of the textures covered during this lesson. Students should be able to explain the textures they have used.
<b>Lesson 14 Week 6</b> Composing workshop 6 AoS2: To learn about how Sonority & Texture is used and how this affects the music you hear.	Vocal ensembles (Solo, duet, trios, backing vox) Rhythm section String Quartet Jazz/blues trio Basso Continuo Sonatas	To understand how music is constructed in relation to Sonority and Texture (various)	What do the following terms mean? Solo Duet Trio Backing Vocals	You can identify various vocal ensembles by listening and looking at the scores. You can name the instruments commonly found in a rhythm section. You can differentiate between a Jazz/Blues Trio and String quartet by listening.	<u>Red Chat:</u> Students will discuss what instruments they might find in a rhythm section and String Quartet.  <u>Red Zone:</u> Students will complete various listening tasks/exam style questions.
<b>Lesson 15 Week 6</b> To recap AoS2 with practice questions + AoS1 & 4 recall questions	Recall Areas of Study AoS1: Musical forms & devices AoS2: Music For Ensemble AoS4: Popular Music	Recalling and recapping AoS1, 2 & 4 learning.	What instruments would you find in a String Quartet?	You have completed revision questions linked to AoS1, 2 & 4. You have contributed to one of the areas of study knowledge organisers and shared this with the class.	<u>Red Chat:</u> Students will present their knowledge organisers to the class. (3 small groups will complete 1 AoS each and share)  <u>Red Zone:</u> Students will complete revision questions and design their own knowledge organisers for AoS1, 2 and 4
<b>Lesson 16 Week 7</b> To develop your composing skills by using/applying some of the learning from our composition workshops so far.	AoS1: Musical forms and devices AoS2: Music For Ensemble AoS4: Popular Music	To create a new composition that includes some of the recent techniques to help develop your work.	What does Unison mean?	You have started to create a new composition that includes the things covered in our 6 composing workshops. (You can used tutorial videos to remind you)	<u>Red Chat:</u> Students will use knowledge organisers to discuss some of the things they would like to include in their composition work.  <u>Red Zone:</u> Students work on a free composition that uses as many of the devices and techniques they have learned about so far. (Some may use a slightly more structured project if needed)
<b>Lesson 17 Week 7</b> To develop and complete a short composition, started last lesson, by using/applying some of the learning from our composition workshops so far.	AoS1: Musical forms & devices AoS2: Music For Ensemble AoS4: Popular Music	To complete a new composition that includes some of the recent techniques to help develop your work.	What does Polyphonic mean?  What does Monophonic mean?	You have created a short composition that includes the things covered in our 6 composing workshops. (Continued from previous lesson) (You can used tutorial videos to remind you)	<u>Red Zone:</u> Students work on their composition.
<b>Lesson 18 Week 8</b> Assessment of learning so far (AoS 1, 2 & 4)	AoS1: Musical forms & devices AoS2: Music For Ensemble AoS4: Popular Music	To be assessed on your learning so far.	What do the following all relate to? Binary form Ternary form Minuet & Trio form Rondo form Variations Strophic form	You have completed an assessment in the style of the Appraising GCSE Music exam, linked to AoS1, 2 & 4.	<u>Red Chat:</u> Students will share some of their revision notes/knowledge organisers and quiz each other on AoS 1, 2 & 4.  <u>Red Zone:</u> Complete the assessment
<b>Lesson 19 Week 8</b> To start rehearsing some ideas for your solo	Performance Level of Difficulty	To better understand how your	What do the following all relate to? Unison	You have made a start rehearsing for your solo performance.	<u>Red Chat:</u> Students will discuss and share their ideas for songs/pieces of music they would like to learn how to play.

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performance. (initial prep & rehearsal)	Technical control Expression & appropriate interpretation Accuracy of rhythm & pitch Appropriate pace & fluency Effective use of dynamics Stylistic awareness	performances will be marked.	Monophonic Homophonic Polyphonic Counter melody		<u>Red Zone:</u> Students will complete a focussed individual rehearsal on a song or piece of music of their choice.