

## 2. Hooks and riffs

You will be able to identify what a **hook** is and what the difference is between a **riff** and an **ostinato**. This will be done through **listening** and **appraising** music as well as practically through learning how to play a ukulele. You will be able to play basic riffs on the ukulele as well as being able to play the main **chords** that are used in modern pop songs. You will learn the **finger picking technique** on the ukulele which will allow you to learn about **melodies** in songs. Your performing skills will be developed as you will learn how to play in a **duet** as well as part of an **ensemble** when you perform as a class.

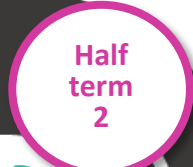
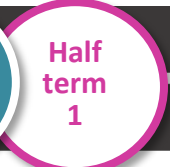


**Assessment 1 - October**  
You will perform in your first ensemble piece by performing your graphic score composition.



## 1. Building bricks of music

At the start of our music journey here at Central, you will learn about the elements of music which are the foundations of every piece of music created. You will be able to identify what **tempo**, **dynamics**, **pitch**, **rhythm**, **pulse**, **timbre** and **texture** mean in music. You will learn how to identify these elements in a range of music styles through **listening** and **appraising** pieces. You will understand what a **graphic score** is and you will **compose** and **perform** your first piece as part of an **ensemble** when you create your own graphic score. You will develop this into a **soundscape** when given a stimuli to compose to.



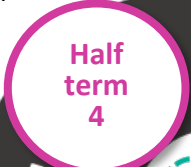
## 4. Instruments of the orchestra

You are going to learn what is an **orchestra** and the instruments families within the orchestra. You are going to listen to each section of the orchestra that consists of **Brass**, **Percussion**, **String** and **Woodwind**. You will be able to identify the instruments within each section **by listening and appraising** different music styles from the **baroque era**, the **classical era**, the **romantic era** and the **twentieth century**. Who were the **great composers**? How has music evolved through these periods and how have the instruments developed? What are the key characteristic of each style? You will also be able to identify and explain the role of the **conductor** in the orchestra.

**Assessment 3 - February**  
Perform a basic melody using two hands playing a melody and accompaniment.



You will also be introduced to the programme musescore on the computers to develop your knowledge of the range of the orchestral instruments.



## 3. Music notation

In this unit of work you will learn how to read **basic notation** including **quaver**, **crotchet**, **minim** and **semibreve**. What do they look like written on a **stave** and what do the rests of each note look like? Can you identify and draw a **treble and bass clef** and explain their meaning? How do you read music notes on a stave and transfer this knowledge to learn how to play **melodies** on a keyboard? When learning how to play the keyboard, which hand plays the **melody** and which hand plays the **accompaniment**? You will learn how to perform a basic melody and perform this as a **solo** or a **duet**.

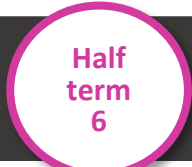
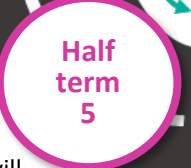


**Assessment 4 - April**  
Listening and appraising questions on the instruments of the orchestra.



## 5. I've got rhythm

In this unit, we are going to revisit the elements of music and you are going to learn the difference between **rhythm** and **pulse**. You will learn about how we measure the pulse and rhythm and how fundamental these elements are in music. You will put your knowledge into practice using the **boomwhackers** to perform a variety of rhythms and keeping in time with the pulse. You will perform as an **ensemble** and will be working on improving your **performing skills** including **dynamics**, **timing** and **tempo**. You will also create rhythmic patterns using percussion instruments which will develop your performing and **composition** skills.



**Assessment 5 - May**  
Ensemble performance on the boomwhackers and on percussion instruments.



## 6. British music

You are going to learn about successful British pop artist and what songs and albums they have released. You will **listen** and **appraise** a mixture of **genres** and learn about the four **chords** that is the fundamental of most pop songs. You will revisit the ukulele and the keyboard and strengthen the skills you have already learnt on these instruments by performing songs from British artists including Ed Sheeran and Queen. You will learn **riffs** from pop songs and will work on learning a pop song as part of an ensemble which will include performing on instruments as well as the voice.



**Assessment 6 - July**  
Solo, duet or group performance of a pop song.

