

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
S1	<p><u>Unit 1</u> <u>Intro to Classroom Instruments</u> <u>Taster sessions on classroom instruments, through group performance of 'Three Little Birds'</u> Riff, Tempo, Chord, Syncopation, Reggae, Percussion (Tuned/Untuned), Acoustic Guitar, Electric Guitar, Bass Guitar, Drumkit, Note Names, Note Value</p> <p>EXA 3-16a EXA 3-01b EXA 4-19b EXA 3-19a</p>		<p><u>Unit 3</u> <u>Jazz Improvisation</u> <u>Exploring Improvisation</u> <u>Pitch, Melody & Harmony, Structure & Form</u> 12 Bar Blues – Chords Blues Scale Improvisation Walking Bass Lines Ragtime Music Chord Vamps Jazz and Blues Songs</p> <p>EXA 3-16a EXA 4-18a EXA 3-01b EXA 4-17a EXA 4-17b EXA 3-01a EXA 3-17a EXA 4-19a</p>	<p><u>Unit 4</u> <u>Samba</u> <u>Learn about the importance of ostinato, rhythm and form and structure. Learn about rhythmic and melodic ostinato patterns</u> Form & Structure, Melodic Ostinato, Ostinato, Percussion, Rhythm, Rhythmic Ostinato, Sound/Sound Source, Timbre</p> <p>EXA 3-16a EXA 4-18a EXA 3-01b EXA 4-17a EXA 4-17b EXA 3-01a EXA 3-17a EXA 4-19a</p>	<p><u>Unit 5</u> <u>ICT Composition Project</u> <u>Exploring form and structure using sequencing software</u> Binary, Ternary, Rondo, Melody, Harmony, Ostinato, Drone</p> <p>EXA 3-17a EXA 4-17a EXA 3-19 EXA 4-17b</p>	<p><u>Unit 6</u> <u>Summer Solos</u> <u>Working in groups, or individually to create a 'cover version' of a song</u></p> <p>EXA 3-16a EXA 3-01a EXA 4-16a EXA 4-19a EXA 3-01b</p>
	S2	<p><u>Unit 1</u> <u>Popular Song/Rock 'n' Roll</u> <u>Exploring Chords & Bass Lines</u> Pitch, Texture, Melody & Harmony Chords & Triads Root, Third, Fifth Bass Lines/Walking Bass Line Chords & Chord Progressions Twelve-bar Blues Scat Singing Lyrics</p> <p>EXA 3-16a EXA 3-01a EXA 4-16a EXA 4-19a EXA 3-01b</p>	<p><u>Unit 2</u> <u>Sound Tracks</u> <u>Developing Musical Ideas, Composition & Listening</u> Bass Clef Concord/Discord Major/Minor Ornamentation</p> <p>EXA 4-17a EXA 4-17b EXA 3-17a EXA 4-18a</p>	<p><u>Unit 3</u> <u>Club Dance Remix</u> <u>Using sequencer software to manipulate loops and ostinatos to create a remix of a song</u> Ostinato, Reverb, Distortion, Electronic Dance Music</p> <p>EXA 3-17a EXA 4-17a EXA 3-19 EXA 4-17b EXA 4-19 EXA-4-18</p>	<p><u>Unit 4</u> <u>Minimalism</u> <u>Exploring motifs, polyrhythms and repetition</u> Rhythm, Pitch, Texture, & Form Cyclic Rhythms Polyrhythms Phase Shift Structure Rhythmic and Melodic motivic transformation Textures & Layers/Mood</p> <p>EXA 3-01a; EXA 3-01b EXA 3-16a; EXA 4-16a EXA4-17a/b; EXA 3-17a EXA 4-18a; EXA 4-19a</p>	<p><u>Unit 5</u> <u>World Music</u> <u>Performing and listening to styles of music from around the world</u> Latin American, Spanish, African, Indian, Sitar, Tabla, Steel Drums, Repetition, Ostinato, Question & Answer</p> <p>EXA 3-17a EXA 4-17a EXA 3-19 EXA 4-17b EXA 4-19a</p>

<p>I can sing and/or play music from a range of styles and cultures and perform my chosen music confidently using performance directions, musical notation and/or playing by ear.</p> <p style="text-align: right;">EXA 3-16a</p>	<p>I can give assured, expressive and imaginative performances of vocal and/or instrumental music from a wide range of styles and cultures, using performance directions, musical notation, and/or playing by ear.</p> <p style="text-align: right;">EXA 4-16a</p>
<p>I can use my voice, musical instruments or music technology to improvise or compose with melody, rhythm, harmony, timbre and structure.</p> <p style="text-align: right;">EXA 3-17a</p>	<p>I can use my chosen vocal and/or instrumental skills to improvise and compose, showing developing style and sophistication.</p> <p style="text-align: right;">EXA 4-17a</p> <p>I can use music technology to compose, record and produce music and to enhance performance.</p> <p style="text-align: right;">EXA 4-17b</p>
	<p>Having developed my ideas from a range of stimuli, I can create and present compositions using a broad range of musical concepts and ideas.</p> <p style="text-align: right;">EXA 4-18</p>
<p>I have listened to a range of music and can identify features and concepts. I can give constructive comments on my own and others' work, including the work of professionals.</p> <p style="text-align: right;">EXA 3-19</p>	<p>Having reflected on my personal experiences, including participation and engagement with professionals, I can listen to a wide range of music and identify and analyse technical aspects, make informed judgments and express personal opinions on my own and others' work.</p> <p style="text-align: right;">EXA 4-19a</p>