



# Year P6

## 2009-2010



### Unit 1 (Rhythm) 7 weeks

#### Marching Rhythms

Students will:

- Understand the function and importance of *beat* in music
- Study music related to the "Seven Years' War" (**Un-tuned Percussion**)
- Learn to layer one or many *rhythms* over a *beat* and *double beat* background
- Develop instrument-specific skills on the percussion equipment and keyboards
- Develop a *rhythm* piece using music from the "Seven Years' War" as stimuli, which will function as background music for a educational CD Rom called "Ancient Battles"
- Use *co-ffee/tea* notation as well as *percussion line* notation

### Unit 2 (Melody) 8 weeks

#### Melodic Phrasing

Students will:

- Understand how a simple *song melody* is structured around phrases
- Study music related to the "Christmas" (**Voice, Organ & Brass**)
- Develop vocal skills with the assistance of keyboards
- Learn to recognise aurally the structure of some famous Christmas carols
- Develop a *song melody* (the words and rhythm are already given) using music related to "Christmas" as stimuli, which will be performed during the school Christmas Concert
- Use *percussion line* notation to begin with, then transfer their work onto traditional *stave* notation

### Unit 3 (Harmony) 11 weeks

#### Harmonising Melodies

Students will:

- Understand how to add *harmony* to simple melodies using the *Primary & Secondary Triads* of C major
- Study the *left-hand* parts of beginner piano music (**Keyboard**)
- Develop instrument-specific skills on keyboards
- Learn to recognise aurally the most suitable time to change *chord* by listening only to the *melody*
- *Harmonise* a number of simple *melodies* using music provided by the teacher, which will appear in a student-teacher beginner *duet* book
- Use traditional *stave* notation

### Unit 4 (Tonality) 11 weeks

#### The Major & Minor Scales

Students will:

- Understand how to construct a *major* and *minor* scale and what *ternary form* is
- Study music in *ternary form* (**Woodwind & Pizzicato Strings**)
- Develop instrument-specific skills on keyboards e.g. using the single-finger style accompaniment on keyboards
- Learn to recognise aurally the musical differences between the two sections e.g. tonality, use of intervals/harmony, melodic movement
- Compose the melody to a *ternary form* piece (the harmony is already given) using the piano music studied previously as stimuli, which will feature as background music heard during a computer game
- Use traditional *stave* notation



# Year S1

## 2009-2010



### Unit 5 (Rhythm) 7 weeks

#### African Rhythms

Students will:

- Understand how *rhythm* is used in African music
- Study African ceremonial music (**World Untuned Percussion**)
- Learn to layer *polyrhythms* within a large-scale piece
- Develop instrument-specific skills on authentic African instruments e.g. Djembe, Doundoun
- Develop a *rhythm* piece using music studied as stimuli, which will function as background music for a television advertisement for "African Holidays"
- Use *co-ffee/tea* notation, *percussion line* notation and learn through the *aural tradition*

### Unit 6 (Melody) 8 weeks

#### Melodies from Chords

Students will:

- Understand how to compose a melody and bassline from a chord sequence
- Study "Canon in D" by Pachelbel (**Voice & Guitar/ Keyboard**)
- Develop instrument-specific skills on keyboards e.g. using the style accompaniment on keyboards
- Learn to recognise aurally *major*, *minor* and *diminished* chords
- Compose a *chord sequence* of your own using "Canon in D" as a stimulus, which will be performed in a evening concert celebrating works influenced by "Canon in D"
- Use traditional *stave* notation

### Unit 7 (Harmony) 11 weeks

#### Writing for Solo Keyboard

Students will:

- Understand how to use chord inversions and repositions in a solo piano piece (melody provided)
- Study simple solo piano music from beginner piano books (**Keyboard**)
- Develop instrument-specific skills on keyboards
- Learn to recognise aurally *major*, *minor* and *diminished* chords whilst in different inversions and/or repositions
- Compose a *solo piano* piece using music studied as stimuli, which will appear in a student-teacher beginner *solo piano* book
- Use traditional *stave* notation

### Unit 8 (Tonality) 11 weeks

#### The Modal Scales

Students will:

- Understand what *modality* and *improvisation* is
- Study music related based on medieval *modes* (**Medieval Wind & Strings**)
- Develop instrument-specific skills on keyboards and/or guitars
- Learn to recognise aurally *modal* music
- Develop a *modal melody* through improvisation (the chords are already given) using music studied as stimuli, which will be heard as background music in a radio production of "King Arthur"
- Use traditional *stave* notation

