


Learning Plan		Subject/Pwnc: Music	Year/Blwyddyn: 10		
<p><b><u>The Four Purposes in Creative Arts:</u></b></p> <p><b>Ambitious, capable learners, who:</b> Set themselves high standards; seek and enjoy challenge; are increasingly knowledgeable and skilful; ask questions; enjoy solving problems.</p> <p><b>Enterprising, creative contributors, who:</b> Connect and apply their knowledge and skills to create ideas and products; think creatively to reframe and solve problems; identify and grasp opportunities; take measured risks; lead and play different roles in teams effectively; express ideas and emotions through different media; give of their energy and skills so that other people will benefit.</p> <p><b>Ethical, informed citizens</b></p> <p><b>Healthy, confident individuals, who:</b> Are confident, resilient and empathetic; take part in physical activity; have the confidence to participate in performance; form positive relationships based upon trust and mutual respect; face and overcome challenge.</p>					
<p><b>Knowledge focus/what matters:</b></p> <p>Enable learners to develop knowledge, and creative and innovative skills. Learners are expected to consider influences and shape their own creativity. Learners use their creative skills and imagination, discover possibilities and refine ideas to produce their own unique artistic work.</p>					
Learning objective/key question	What will I know and be able to do? I can...	How will I develop my skills? (Success Criteria)	Homework/Gwaith cartref to support progress		
<b>Week 1</b> Why is pitch and melody so important in music?	<p><b>Perform</b> more increasingly difficult melodies as part of the class group</p> <p><b>Analyse</b> pieces of music apply subject specific knowledge to responses</p> <p><b>Create</b> melody which is musically interesting content with good structure.</p>	<p><b><u>Pitch &amp; Melody: Every Breath You Take (The Police)</u></b></p> <ul style="list-style-type: none"><li>I can <b>perform</b> in a group performance of</li><li><i>‘Every Breath you take’</i> Incorporating synthesized sounds with vocal work and accompaniment instrumental work.</li><li>I can play an <b>ensemble part</b> in the piece <i>‘Every Breath you take’</i></li><li>I can remember and understand how to read pitch on the treble clef and complete exercises demonstrating my <b>knowledge</b> and <b>understanding</b>. (Reading Music activities.</li></ul>	Wk 1	<p><b>Homework:</b> Practice performance skills at home working on playing melodies or chords to the piece. <b>Set:Week 1</b> <b>Due:Week 4</b> Checked by Instrumental tutor</p>	
<b>Week 2</b> Identifying musical instruments and key musical features?	<p><b>Embed knowledge</b> of reading pitch of the treble clef.</p> <p><b>Apply</b> use of musical language to your responses about pieces of music.</p>	<p><b><u>Pitch &amp; Melody: Every Breath You Take (The Police)</u></b></p> <ul style="list-style-type: none"><li>I can <b>appraise</b> and <b>evaluate</b> exercises using HWB Cymru to develop my ability to identify musical elements and improve appraising skills.</li><li>Completion of <i>‘Every Breath you Take’</i> Appraising activity.</li><li>I can <b>apply</b> the <b>knowledge</b> of the treble clef and reading music to performing skills in the piece <i>‘Every Breath you take’</i>.</li></ul>	Wk 2		
<b>Week 3</b> The importance of using musical language when appraising different pieces of music.	<p><b>Remember, understand</b> and <b>apply</b> musical language to appraising work.</p>	<p><b><u>Pitch &amp; Melody</u></b></p> <ul style="list-style-type: none"><li>I can <b>‘describe’</b> a piece using the elements of musical language Introduction to prepared extract identifying:</li><li>Instrumentation/orchestration (including piano, oboe, strings and brass) lead vocals, strophic form, repetitive chord sequences, cadences (chordal analysis), solo, rhythmic features (syncopation,) walking/descending bass.</li></ul>	Wk 3		

<b>Week 4</b> Were 'The Beatles important to popular music?	Learning to <b>perform</b> more increasingly difficult rhythms as part of the class group  <b>Analyse</b> different pieces of music apply subject specific knowledge to responses.  <b>Create</b> melodies & rhythms which incorporate musically interesting content with good structure.	<b>Pitch &amp; Melody: Get Back (The Beatles)</b> <ul style="list-style-type: none"> <li>I can <b>perform</b> in a group performance of</li> <li>'Get Back' Incorporating synthesized sounds with vocal work and accompaniment instrumental work.</li> <li>I can play an <b>ensemble part</b> in the piece 'Every Breath you take'</li> <li>I can listen to the song 'Yesterday' and analyse its structure.</li> </ul>	Wk 4	<b>Homework:</b> Practice performance skills at home working on playing melodies or chords to the piece <b>Set: Week 5</b> <b>Due: Week 6</b> Checked by Instrumental tutor
<b>Week 5</b> How is popular song influenced by 'Blues music'?	<b>Create</b> interesting musical content by using a harmony to add to melody ideas.  <b>Remember</b> and <b>understand</b> popular music styles from different eras understanding the development of the medium.	<b>Pitch &amp; Melody: Get Back (The Beatles)</b> <ul style="list-style-type: none"> <li>I can <b>refine</b> my performance in a group performance of</li> <li>'Get Back' improving use of synthesized sounds with vocal work and accompaniment instrumental work.</li> <li>I can play an <b>ensemble part</b> in the piece 'Get Back'</li> <li>Composing with chords (and melody) 'The Four Chord Song'</li> <li>Start a composing 'sketch book' Improvisation tasks.</li> </ul>	Wk 5	
<b>Week 6</b> How can I improve my listening and appraising skills when studying popular music?	<b>Develop</b> critical <b>listening</b> and <b>appraising</b> skills by identifying key musical elements in popular songs.  <b>Refine</b> understanding of pitch and melody through analytical activities	<b>Pitch &amp; Melody: Get Back (The Beatles)</b> <ul style="list-style-type: none"> <li>I can <b>appraise</b> and <b>evaluate</b> exercises using HWB Cymru to develop my ability to identify musical elements and improve appraising skills.</li> <li>Completion of 'Get Back' Appraising activity.</li> <li>I can show understanding and analysis of, structure, instrumentation, melody harmony and musical style.</li> </ul>	Wk 6	
<b>Week 7</b> Understanding the importance of practice and rehearsal in relation to the quality of the product.	Work collaboratively to prepare and refine a class performance.  <b>Rehearse</b> and improve my part within an ensemble performance of 'Every Breath You Take'.  <b>Apply</b> performance skills to create a confident and accurate group recording.  <b>Evaluate</b> my performance and make improvements based on feedback.	<b>Pitch &amp; Melody:</b> <ul style="list-style-type: none"> <li><b>Retrieve</b> performance skills through a group performance of</li> <li>'Every Breath you take'.</li> <li>Create &amp; refine a finished performance for recording.</li> <li>I can focus on practice of my individual part so I contribute well to the group performance.</li> </ul>	Wk 7	<b>Homework:</b> Practice performance skills at home working on playing melodies or chords to the piece <b>Set: Week 7</b> <b>Due: Week 8</b> Checked by Instrumental tutor
<b>Week 8</b> Assessment and Reflection.	<b>Perform</b> confidently in a group setting, demonstrating ensemble skills.  <b>Apply</b> my knowledge of pitch, melody, and performance techniques to final performances of 'Every Breath You Take' and 'Get Back'.	<b>Pitch &amp; Melody:</b> <ul style="list-style-type: none"> <li>I can produce a performance of 'Every Breath you Take within a class group.</li> <li>I can use my ensemble skills to take part in a performance of 'Get Back by the Beatles.</li> <li>I can demonstrate that I have improving knowledge of musical language through appraising work during this Unit.</li> </ul>	Wk 8	

	<p><b>Demonstrate</b> my understanding of musical language when reflecting on my learning and performance.</p> <p><b>Evaluate</b> my progress and set personal targets for future musical learning.</p>	<ul style="list-style-type: none"> <li>I can now compose melodies which are musically interesting and have a good structure.</li> </ul>		
--	---	---	--	--

**Assessment points:**

**Performing:**

Demonstrate ensemble performance skills through group performances of 'Every Breath You Take' and 'Get Back.' Accuracy, fluency, and expression are assessed.

**Appraising:**

Analyse and describe key musical features using correct musical language. This includes identifying instrumentation, structure, and melodic/rhythmic/harmonic elements in set pieces.

**Composing:**

Create original melodic and harmonic ideas, demonstrating an understanding of structure and musical interest. Develop ideas using the 'Four Chord Song' and improvisation tasks.

**Musical Knowledge:**

Show an understanding of pitch and melody concepts, the treble clef, and the influence of different musical eras such as the Blues and 1960s pop.

**Reflection:**

Reflect on personal progress and identify areas for improvement in performing, appraising, and composing activities