

S2 TERM 1	UNIT OF WORK: PERFORMING SKILLS	UNIT OF WORK: UNDERSTANDING MUSIC	UNIT OF WORK: COMPOSING SKILLS
TIMEFRAME	AUG-SEP, SEP-DEC	AUGUST- DECEMBER	NOVEMBER
LEARNING ACTIVITIES	<p>1. S2 CORE SKILLS materials on KEYBOARD, TUNED PERCUSSION, DRUM-KIT and GUITAR. Three pieces of increasing difficulty on each instrument, PUPIL OWN CHOICE</p> <p>2. SOLO PERFORMANCE incorporating PRESENTATION to AUDIENCE.</p> <p>3. GROUP PERFORMANCE 1 based on FILM MUSIC TOPIC</p> <p>Ascertain ability levels Disciplines of solo practice Responsibilities of group practice Rehearsal etiquette Solo performance before an audience Peer assessment as an audience member Self assessment opportunities Instrument specific techniques</p>	<p>Study of level specific musical CONCEPTS under the headings STYLES, RHYTHM/ TEMPO, MELODY /HARMONY, TEXTURE/ STRUCTURE/ FORM, TEMPO/ DYNAMICS</p> <p>MUSICAL LITERACY specifically LINES AND SPACES OF THE TREBLE CLEF, STEPS, REPETITION, CROTCHET, MINIM, DOTTED MINIM, SEMIBREVE, BARLINES, DOUBLE BARLINES, FORTE, PIANO, CREACENDO, DIMINUENDO</p> <p>Realisation of combining musical elements by linking MUSICAL NOTATION and CONCEPTS to Composing skills, Performing skills and Understanding Music.</p>	<p>PROJECT 1 "Pictures at an exhibition" Creating atmospheric music to graphics/ portraits/ pictures using GarageBand software. Creating collaboratively using ICT</p>
EXPERIENCES & OUTCOMES	<p>EXA 3-01a EXA 3-01b EXA 3-16a EXA 3-19a MNU 3-03a MNU 3-08a LIT 3-21a LIT 3-02a HWB 3-23a HWB 3-24a</p>	<p>EXA 3-19a MNU 3-03a MNU 3-08a LIT 3-02a LIT 3-05a LIT 3-21a HWB 3-23a HWB 3-24a</p>	<p>EXA 3-17a EXA 3-01a EXA 3-01b MNU 2-10b LIT 3-06a HWB 3-23a HWB 3-24a</p>
4 CAPACITIES	SUCCESSFUL LEARNERS CONFIDENT INDIVIDUALS EFFECTIVE CONTRIBUTORS	SUCCESSFUL LEARNERS	SUCCESSFUL LEARNERS EFFECTIVE CONTRIBUTORS
MATERIALS/ RESOURCES	<p>Keyboards, electric piano, upright pianos, glockenspiels, orchestral xylophones, drum-kits, guitars, electric/bass guitars. KB, DK, TP and GUITAR S2 CORE SKILLS materials GROUP PERFORMANCE 1 (FILM MUSIC-interchangeable)</p>	<p>Musical Notation and Literacy workbook NQ Music Site Whiteboard PCs</p>	<p>Keyboards, MacBooks, GarageBand software, whiteboard.</p>
HOMEWORK	Establishing proper PRACTICE ROUTINE, 15 mins on chosen instruments 5x per week	Revision for end of Unit tests.	Researching appropriate graphics/ portraits/ pictures for use in project.

CROSS CURRICULAR LINKS	*****	*****	*****
EVIDENCE/ASSESSMENT	<p>Classroom performance Video/ audio recording for assessment bank- teacher Recorded in Pupil Diary (Self/peer evaluation) Successes celebrated and recorded on class progress chart Exposure recorded on S2 individual pupil profile Recorded on class overview Excel table Increased awareness of own abilities when self assessing Use of appropriate musical language to describe skills Ability to relate skills to other subjects in school and</p>	<p>Progress through Musical Notation and Literacy exercises Knowledge applied to Performing and Composing tasks to improve pupil performance. End of unit assessments (summative)</p>	<p>Group presentation of original composition Video recording for assessment bank- teacher Recorded in Pupil Diary (Self/peer evaluation) Successes celebrated and recorded on class progress chart Exposure recorded on S2 individual pupil profile Recorded on class overview Excel table Increased awareness of own abilities when self assessing Use of appropriate musical language to describe skills</p>
DALZIEL HIGH S1 CURRICULUM FOR EXCELLENCE DEPARTMENT: MUSIC TERM: 2			

S2 TERM 2	UNIT OF WORK: PERFORMING SKILLS	UNIT OF WORK: UNDERSTANDING MUSIC	UNIT OF WORK: COMPOSING SKILLS
TIMEFRAME	JANUARY-JUNE	JANUARY-JUNE	JANUARY-JUNE
LEARNING ACTIVITIES	<p>INTEGRATED UNIT 1- POPULAR MUSIC (SOLO/ GROUP PERFORMANCE) INTEGRATED UNIT 2- SCOTTISH MUSIC (GROUP PERFORMAMCE)</p> <p>Ascertain ability levels Disciplines of solo practice Responsibilities of group practice Rehearsal etiquette Solo performance before an audience Peer assessment as an audience member Instrument specific techniques</p>	<p>Study of level specific CONCEPTS under the headings STYLES, RHYTHM/ TEMPO, MELODY /HARMONY, TEXTURE/ STRUCTURE/ FORM, TEMPO/ DYNAMICS</p> <p>MUSICAL LITERACY specifically A TEMPO, ACCELERANDO, ANDANTE, RALLENTANDO, ANACRUSIS, SIMPLE TIME, COMPOUND TIME, SYNCOPATION, MEZZO FORTE, MEZZO PIANO, DOTTED RHYTHM, GROUPEd SEMIQUAVERS, MAJOR, MINOR, ORNAMENT, PAIRED QUAVER, PENTATONIC , QUAVER, REPEAT SIGN, SCALE, SCOTCH SNAP, SEMIQUAVER</p> <p>Realisation of combining musical elements by linking MUSICAL NOTATION and CONCEPTS to Composing skills, Performing skills and Understanding Music.</p>	<p>INTEGRATED UNIT 1-POPULAR MUSIC Composing pop song using GarageBand software. Working collaboratively to create a convincing strophic comcomposition. Delegating voice and instrumental parts accordingly. Recording composition using appropriate techniques and producing a CD copy.</p> <p>INTEGRATED UNIT 2- SCOTTISH COMPOSITION Creating an original Scottish JIG, WALTZ, STRATHSPEY or REEL. Using a Binary form (AB) structure and pentatonic scale Delegating parts appropriately Recording composition using appropriate techniques and producing a CD copy.</p>

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4 CAPACITIES	SUCCESSFUL LEARNERS CONFIDENT INDIVIDUALS EFFECTIVE CONTRIBUTORS	SUCCESSFUL LEARNERS	SUCCESSFUL LEARNERS CONFIDENT INDIVIDUALS RESPONSIBLE CITIZENS EFFECTIVE CONTRIBUTORS
MATERIALS/ RESOURCES	Keyboards, electric piano, upright pianos, glockenspiels, orchestral xylophones, drum-kits, guitars, electric/bass guitars. POPULAR MUSIC differentiated parts SCOTTISH MUSIC group performance differentiated parts.	Musical Notation and Literacy workbook Daydream software Whiteboard PCs	Whiteboard, PCs, MacBooks, microphones, CDs, editing software, keyboards and classroom instruments
HOMEWORK	Establishing proper PRACTICE ROUTINE, 15 mins on chosen instruments 5x per week	Revision for end of Unit tests.	Appropriate amount of practice for success of performance. Revision of musical CONCEPTS contained within compositions.
CROSS CURRICULAR LINKS	Links can be made with Social Subjects when exploring social and cultural influences on Scottish Music. Links made with PE when composing Scottish Dances.	*****	Links made with PE when composing Scottish Dances
EVIDENCE/ASSESSMENT	Classroom Performance Video/ audio recording for assessment bank- teacher Recorded in Pupil Diary (Self/peer evaluation) Successes celebrated and recorded on class progress chart Exposure recorded on S2 individual pupil profile Recorded on class overview Excel table Increased awareness of own abilities when self assessing Use of appropriate musical language to describe skills Ability to relate skills to other subjects in school and in the wider community	Progress through Musical Notation and Literacy exercises Knowledge applied to Performing and Composing tasks to improve pupil performance. End of unit assessments (summative)	Classroom performance Video recording for assessment bank- teacher Recorded in Pupil Diary (Self/peer evaluation) Successes celebrated and recorded on class progress chart Exposure recorded on S2 individual pupil profile Recorded on class overview Excel table Hard copy on CD Public performance Awareness of links between the three musical elements COMPOSING, UNDERSTANDING and PERFORMING.

