

1	<p>Basic Theory through keyboard skills</p> <p>Analysing songs using theory: Planning for 201ta Task 2</p>	<p>Reading notation accurately. Semibreves to Semiquavers.</p> <p>Tonality: Major and Minor Scales and Chords</p> <p>Tempo and Rhythm: Syncopation, triplets, notation, Riffs</p> <p>Aural Dictation</p> <p>Lyric analysis - word painting</p> <p>Production Techniques</p> <p>Instrumentation</p>	<p>Independence of finger movement</p> <p>Independence of LH and RH movement</p> <p>Accuracy of fingering identification</p>	<p>Each lesson will be a group musical experience with a focus on using understanding to develop performance driven by music and independent work</p>	<p>I can't read music I need to write letters on the keys</p> <p>I can't do it (having done little practice)</p> <p>E.g. Only counting lines or spaces on staves.</p> <p>Reading of treble and bass clefs interchangeably</p> <p>Ensuring correct nomenclature of keys and chords (despite same names</p>	<p>Most will not have worked on keyboards but a number will have worked on glockenspiels and also notation at some level given the brass bands in our primaries.</p>	<p>Performing skills for practical units.</p> <p>Aural skills development for listening exams</p> <p>Links to scales and chords for Analysis</p>	<p>More advanced scales, technical exercises and pieces upon mastery of what has been given as required</p>	<p>Mutual respect Awareness of similarities and differences between different cultures</p> <p>sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>use of imagination and creativity in their learning</p> <p>Peer feedback</p>	<p>Contexts for performance Different genres and why they are different due to societal influences and context</p> <p>Music of 'great composers'</p>	<p>Collaborative working</p> <p>Professional performance</p> <p>Understanding of abstract concepts</p>
2	<p>Understanding genres: Planning for unit 201ta Task 1:</p>	<p>Students will create a cover or composition using Bass, Guitar, keyboard, cajon and/or ukulele and voice</p> <p>Crib sheets for numerous different leveled pieces will be available</p>	<p>Factors which influence inception of genres</p> <p>Significant producers, bands and Artists</p> <p>Significant events</p> <p>Fashion and imagery associated</p>	<p>Each lesson will be a group musical experience with a focus on using understanding to develop performance driven by music</p>	<p>What makes an artist/band/producer significant.</p> <p>Ensuring musical style is always referenced.</p>	<p>Understanding of different styles and social contexts</p>	<p>Writing extended work critically.</p>	<p>Leadership opportunities given in activities</p> <p>Development of warm up activities</p> <p>Addition of harmonies within work for more able</p> <p>Peripatetic lessons</p>	<p>Mutual respect Awareness of similarities and differences between different cultures</p> <p>sense of enjoyment and fascination in learning about themselves,</p>	<p>Local Heritage - Port and links to music and arts</p> <p>develop a deepening understanding of the music that they perform and to which they listen, and its history:</p>	<p>Collaborative working</p> <p>Professional performance</p>

			with the style					Choice of repertoire, guidance to more complex riffs etc.	others and the world around them use of imagination and creativity in their learning Large group work	Ballads and storytelling Popular Music	
3	Start Instrumental Study unit 204ta task 1 and 2 planning (runs to October of Year 11) Completion of actual Task 2 of 2011a - Track Review	Writing Practice Plan Writing a track review from plan	Setting goals and a practice regime within parameters Tonality: Major and Minor Scales and Chords Tempo and Rhythm: Syncopation, triplets, notation, Riffs Aural Dictation Lyric analysis - word painting Production Techniques	Each lesson will be a group musical experience with a focus on using understanding to develop performance driven by music							

