

BERWICKSHIRE HIGH SCHOOL

MUSIC

Berwickshire High School



CURRICULUM REVIEW 2020-21

S1 MUSIC:

- Practical Skills
- Practical Skills - Individual Instruments
- Understanding Music - Listening
- Understanding Music - Music Literacy
- Understanding Music - Core Repertoire
- Composing Skills
- Music Technology

S2 MUSIC:

- Understanding Music - Concepts and Culture
- Music Technology and Composition
- Practical Skills
- Understanding Music - Music Literacy

S3 MUSIC:

- Understanding Music - Concepts and Culture
- Music Technology and Composition
- Practical Skills
- Understanding Music - Music Literacy

CURRICULUM REVIEW 2020-21

S1 Music

Practical Skills

Core skills for all pupils (Term 1 - August to October):

- Play chords of C, F, Am and G7 (Ukulele), using a continuous strumming style, in time with a melody/accompaniment:
 - Budapest (George Ezra) - F, C
 - Down by the Riverside - F, C
 - Next to Me (Emeli Sande) - Am, C (Extension: G7)
 - Stay with Me (Sam Smith) - Am, F, C
 - Just the Way You Are (Bruno Mars) - Am, F, C
 - The Lion Sleeps Tonight - Am, F, C, G7
 - Riptide (Vance Joy) - Am, G7, C
 - Counting Stars (One Republic) - Am, C, F, G7
 - Viva La Vida (Coldplay) - Am, C, F, G7
- Play melodies with a range of 5 notes on the keyboard, using five fingers, chosen from parts A, B and C of the keyboard course -
 - Part A: Merrily We Roll Along, Lightly Row, Super Trouper, Big Big World, Baby Shark
 - Part B: Top Gun, Oh When the Saints, Love Story, Budapest, One Kiss
 - Part C: Clocks, Radio Ga Ga, Firework, Next to Me
- Operate the single-finger chord, voice and style functions on keyboard
- Play at least one piece with melody and chords together on keyboard
- Understand the meaning of the lines and numbers in guitar/bass TAB
- Interpret TAB to play simple melodies/riffs on ukulele/bass/guitar, using up to three strings:
 - Smoke on the Water (Deep Purple)
 - Peter Gunn Theme
 - Sunshine of Your Love
 - Summer Nights (Grease)
 - John Montgomery guitar course - Starting Out, Italian Sunset
 - The Chain
 - Seven Nation Army
- Play at least one drum kit rhythm (Rock), either at the drum kit or on their knees

From October, students will choose two instruments on which to develop their practical skills, by playing a range of solo and group pieces:

Solo pieces: Counting Stars, Stay with Me, Titanic, The Scientist, Paradise, Shape of You, Somewhere Only We Know, Crocodile Rock, Ode to Joy, Love Me Tender, I'll Stand By You, Teletubbies Theme, All Through the Night, Don't Stop Believing, American Boy, James Bond theme, Braveheart, Batman, Sign of the Times, Smoke on the Water, BHS Blues, I Dreamed a Dream, Billie Jean, Country Roads, Is You Is My Baby?, Can't Get You Out of My Head, I Gotta Feeling, Uptown Funk, Old Town Road, Stop and Stare, Havana (etc.)

Group pieces: Counting Stars, Havana, Let Me Entertain You, Tequila, The Lion Sleeps Tonight, We Will Rock You

Practical skills - individual instruments (from October)

- **Keyboard:**

- Play melodies with a range of an octave
- Play music with at least 4 single-finger chords (including minor and 7th chords)
- Select an appropriate style/voice on the keyboard
- Play hands together (melody and chords), with accurate rhythms and at an appropriate tempo (speed)
- Play melodies with a range of note values including semibreves, minims, crotchets, quavers, semiquavers and dotted rhythms
- Play in time with a group



- **Ukulele/Guitar:**

- Play at least six chords, using a continuous strumming style
 - Ukulele: Am, C, F, G7, G, Em (Extension: E7, D7, C7, etc.)
 - Guitar: A7, Em7, Em, C, D, G (Extension: Am, E7, Dm, etc.)
- Interpret TAB to play melodies using three or more strings and notes up to the 5th fret
- Play tunes and or/chords in time with a group or an accompaniment
- Create a good tone by using accurate finger placement and strumming/plucking technique
- Play melodies with a range of note values including semibreves, minims, crotchets, quavers, semiquavers and dotted rhythms



- **Bass guitar:**

- Interpret TAB to play riffs, bass-lines and melodies using all four strings and notes up to the 5th fret
- Create a good tone by using accurate finger placement and plucking technique
- Play in time with a group or accompaniment
- Play parts with a range of note values including semibreves, minims, crotchets, quavers, semiquavers and dotted rhythms



- **Drum kit:**

- Play at least four different drum kit styles (chosen from rock, blues, swing, shuffle, reggae, samba, Latin, calypso)
- Play at least two different drum fills within each style
- Play in time with a group or accompaniment
- Play sensitively with others, controlling the timbre and volume of the drum kit
- Demonstrate 4-way co-ordination (i.e. using both feet and both hands to control the hi-hat pedal, bass drum pedal, cymbals, hi-hat, snare and tom-toms)



In addition, pupils will have the opportunity to **sing** as part of group performances.

In December, students will perform Christmas tunes, choosing from a range of well-known traditional and pop favourites.

Understanding Music - Listening

Pupils should be able to **define** the following concepts and **identify** them in aural excerpts:

- Musical
- Rock/Pop
- Scottish
- Moving by step/leap
- Repetition
- Improvisation
- Chord
- Chord change
- Beat/Pulse
- Accent
- 2/3 beats in a bar
- On the beat/off the beat
- Drum fill
- Waltz
- Adagio
- Allegro
- Solo
- Accompanied/Unaccompanied
- Ostinato/Riff
- Common brass instruments - Trumpet, French Horn, Trombone, Tuba
- Common woodwind instruments - Flute, Clarinet, Oboe, Bassoon, Saxophone
- Common string instruments - Guitar, Bass guitar, Violin, Viola, 'Cello, Double Bass
- Common percussion instruments - Drum kit, xylophone, glockenspiel, tambourine, maracas, claves, woodblock, triangle
- Folk group
- *Brass Band*
- *Wind Band*
- *Pipe Band*
- *Big Band*
- *Orchestra*
- *Swing*
- *Pedal*
- *Verse/Chorus*
- *Major/Minor*

Understanding Music - Music Literacy

Pupils should be able to **define** the following concepts and **identify** them in aural excerpts

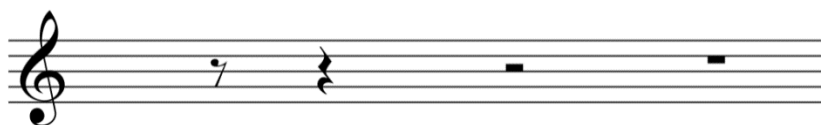
- Notes in the treble clef from A3 to C5



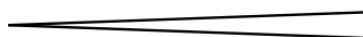
- Patterns of different note lengths, including Semibreves, minims, dotted minims, crotchets and quavers



- Quaver, Crotchet, Minim and Semibreve rests



- f* - forte
- p* - piano
- Crescendo* (+ symbol)



- Diminuendo* (+ symbol)



- Moving by step
- Moving by leap
- Repetition
- 2/3/4 beats in a bar and related time signatures (i.e. simple time)
- Pitch - ascending and descending
- Accidentals - Flat, sharp and natural



Understanding Music - Core Repertoire

Pupils should be familiar with the undernoted works - i.e. they should:

- know when the works were written and why they are significant
- recognise the works when they hear them
- be able to describe, in simple terms, the context in which the works were composed
- identify prominent features in the music, including *timbre* (instruments/techniques), *structure* (e.g. verse/chorus), *dynamics* (crescendo/diminuendo), *style* (e.g. rock/pop/Scottish), *tempo* (Adagio/Allegro), *melody/harmony* (e.g. moving by step/leap/major/minor) and *rhythm* (e.g. no. of beats in a bar)

Theme from “Jaws” (John Williams)

Fireworks Music - Overture (G.F. Handel) (ref. Firework - Katy Perry)

Mars from “The Planets” (G. Holst)

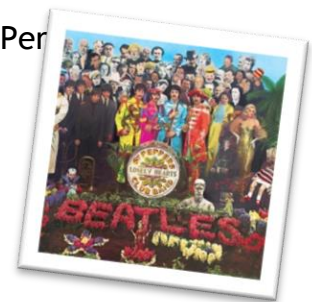
Sergeant Pepper’s Lonely Hearts Club Band (The Beatles)

I Know Where I’ve Been (Hairpray)

Auld Lang Syne

We Will Rock You (Queen)

Tequila (Latin American)



Composing Skills

Using keyboards and/or their chosen instruments, pupils will:

- Create a “spooky” or dramatic piece of music, inspired by Halloween and film music. Pupils will use *timbre*, *pitch*, *rhythm*, *structure* and *dynamics* to create a short piece of original music.
- In addition, pupils will use Garageband to create original music using *touch instruments* and *LiveLoops*.

Music Technology

Music Technology will be based on the use of the Garageband app on the ipads.

Pupils will learn to:

- Select “touch instruments” and use them to **record** melody and (auto-)chords
- **Edit** using copy/paste
- Record voice or live instruments using the “**record**” function
- **Process** recorded sounds by adding reverb etc.
- Use “**LiveLoops**” to create an original piece of electronic dance music

CURRICULUM REVIEW 2020-21

S2 Music

Throughout S2, students will study a number of **topics**. Within each topic, they will develop their **practical skills**. At the same time, they will develop their **understanding** of music and experiment with **composition** and **music technology**.

Each topic contains:

- **Solo performing** ranging from level 2 to level 5(+), assessed half-way through each topic and at the end of the topic
- **Group performing** with differentiated parts from level 2 to level 5(+), assessed after 3-4 periods
- **Music concepts** core knowledge to help students understand the genre, assessed in a formal end-of-unit paper
- **Composition tasks** to allow students to apply their knowledge to create original music, assessed at the completion of the task

Understanding Music - Concepts and Culture

By **performing**, **listening** to and **discussing** music associated with each topic, students will become familiar with a range of “**concepts**”. Students should be able to **define** these concepts and **identify** them in aural excerpts.


Certain works will be studied in more detail. (Often, these are to be performed by the whole class as a group piece). Students should be able to recognise these works and to identify salient features of **timbre**, **structure**, **melody/harmony**, **rhythm** and **style**.

In addition, the **cultural context** of each topic will be explored briefly. For example, as part of the Jazz music topic, students will learn that many of the jazz styles of the early 20th Century have their roots in the music of African-Americans, and that segregation had an impact on the way jazz music was performed and received in the second half of the 20th Century. Inevitably, with only one period per week, such “cultural context” can only be covered briefly.

Music Technology and Composition

Students will use the **Garageband** app to experiment with **scales** and **chords**. Each topic has one composing project. Students will also be encouraged to **improvise** on their chosen instruments, especially as part of the Jazz topic.

Film Music - August to October

Solo pieces	<p>Top Gun (2) Jurassic Park (2) James Bond (2) Braveheart (2) Chariots of Fire (3) Star Wars (3) Titanic (3) Spiderman (3) Hakuna Matata (3) See You Again (3) Over the Rainbow (4) Rocky (4) The Great Escape (4) Lord of the Rings (4) Superman (4) Mission Impossible (5) E.T. (5) Harry Potter (5) Pirates of the Caribbean (5)</p> 
Group pieces	<p>Austin Powers theme Everybody Needs Somebody</p>
Composition/Technology	<p>Create a leitmotiv (theme) for a film character</p>
Understanding Music (concepts)	<p>Score/Soundtrack Composer Orchestral families - strings/brass/percussion/woodwind John Williams Hans Zimmer Michael Giacchino Major/minor Orchestra Ostinato SATB Chorus Crescendo Diminuendo Semitone/Tone Fanfare Leitmotiv Moving by step/leap Classical</p>
Core repertoire	<p><i>Students should recognise the following well-known film scores (in addition to many of those listed above) and be able to identify salient features:</i> Harry Potter (John Williams) The Sorcerer's Apprentice (Dukas) Gladiator (Hans Zimmer) Imperial March from The Empire Strikes Back (John Williams)</p>

Pop Music I - Music since 2000 - October/November

Solo pieces	Firework (Katy Perry) (2) Old Town Road (L'il Nas) (2) Uptown Funk (Mark Ronson) (2) One Kiss (Calvin Harris) (2) Sign of the Times (Harry Styles) (3) The Scientist (Coldplay) (3) I Gotta Feelin' (Black Eyed Peas) (3) Stop and Stare (One Republic) (3) Walk me Home (Pink) (4) Blinding Lights (The Weeknd) (4) Clocks (Coldplay) (4) Faded (Alan Walker) (4) Stay with Me (Sam Smith) (5) Titanium (David Guetta/Sia) (5) Speed of Sound (Coldplay) (5) Bad Guy (Billie Eilish) (5) Somewhere Only We Know (Keane) (5)
Group pieces	Salamander Street (Callum Beattie) Chasing Cars (Snow Patrol)
Composition/Technology	Use Garageband to create a 4-chord pattern (Chords I-V-VI-IV)
Understanding Music (concepts)	Chords I, IV, V, VI; Key, Scale, Major/minor, Solo, Ostinato, Melody, Accompaniment, Verse and Chorus, Rap, Lead singer, Backing vocals, Unison, Harmony, Modulation, Soprano, Alto, Tenor, Bass, SATB Chorus



Jazz Music - January/February

Solo pieces	Oh When the Saints (2) C Jam Blues (2) Peter Gunn (2) Sweet Home Alabama (2) I Got Rhythm (2) Freddie Freeloader (2) In the Mood (3) Mack the Knife (3) Superstition (3) Bag's Groove (3) Little Brown Jug (3) Summertime (3) Tequila (3) Autumn Leaves (4) Everybody Needs Somebody (4) What a Wonderful World (4) Georgia on my Mind (4) The Entertainer (5) Take Five (5) Sweet Georgia Brown (5) Alexander's Ragtime Band (5) Take the A-Train (5)
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Group pieces	C Jam Blues (Duke Ellington) In the Mood (Glenn Mller)
Composition/Technology	Students will improvise using two or more notes from a Blues scale
Understanding Music (concepts)	<p>Ensemble, Improvisation, Melody, Accompaniment, Swing, Syncopation, Blues scale, Ragtime, Vamp, Dixieland, Blues, Tempo Boogie-woogie, Walking bass, Pizzicato, Arco, 12-bar blues, Bebop, Tritone, Accents, Jazz-funk, Dissonance, Riff, Modal/Major/Minor, Scat singing</p> <p>Artists: Scott Joplin (Ragtime), Glenn Miller (Swing) Duke Ellington (Swing), Oscar Peterson (Piano) Dizzy Gillespie (Bebop), Charlie Parker (Bebop) Dave Brubeck, Herbie Hancock (Jazz-funk) Miles Davis (Modal jazz)</p> <p>Cultural context: The legacy of the slave trade Segregation and the civil rights movement in the U.S.A. The Second World War (1939 - 1945)</p>
Core repertoire	<p><i>Students should recognise the following well-known pieces and be able to identify salient features:</i> C-Jam Blues (Duke Ellington) The Entertainer (Scott Joplin) In the Mood (Glenn Miller) Take Five (Dave Brubeck)</p>
Music in the 1950s - March/April	
Solo pieces	<p>Blue Moon (3) Let's Twist Again (3) Love Me Tender (3) Bye Bye Love (3) That'll Be The Day (3) Blueberry Hill (4) Only You (4) Summertime Blues (4) Jailhouse Rock (4) + additional extension pieces TBC</p> 
Group pieces	<p>Rock Around the Clock Johnny B. Goode Stand By Me</p>
Composition/Technology	Use Garageband to create a 12-bar blues accompaniment

Understanding Music (concepts)	<p>Ballad, Crooner, Swing, Walking Bass, Improvisation, 12-bar blues Modulation, Syncopation, Country'n'Western, Steel String (guitar), Close harmony, Skiffle, Rockabilly, Rock'n'Roll, Rhythm & Blues, Soul</p> <p>Artists: The Everly Brothers (Close harmony) Fats Domino (R & B) Little Richard (R & B) Elvis Presley (Rock'n'Roll) Ray Charles (Soul) Buddy Holly (Rock'n'Roll) Ben E. King (R & B) Johnny Cash (Country'n'Western) Nat King Cole (Crooner) Frank Sinatra (Crooner) Bing Crosby (Crooner)</p> <p>Cultural context: Korean War (1950 - '53) Queen Elizabeth II assumes throne (1952) Recovery from World War II - U.S.A. in the ascendancy Structure of D.N.A. discovered (1953) Everest conquered (1953) The McCarthy trials (1954) Suez Crisis (1956) First satellite, Sputnik 1, launched (1957) Fidel Castro takes power in Cuba (1959)</p>
Core repertoire	<p><i>Students should recognise especially the following well-known pieces (in addition to many of those listed above) and be able to identify salient features:</i></p> <p>Rock Around the Clock (Bill Haley and his Comets) Johnny B. Goode (Chuck Berry) Stand By Me (Ben E. King)</p>

Practical Skills

Throughout S2, students will develop their practical skills. By practising a range of solo and group pieces, students will move through a graded series of pieces, aiming to progress towards (and, in some cases, beyond) **level 4**. By the end of the year, students should be able to demonstrate the following skills (equating to CfE Level 4):

- **Keyboard:**
 - Play melodies with a range of an octave or more, including leaps of more than five notes
 - Play music with at least 4 single-finger chords (including minor and 7th chords)
 - Select an appropriate style/voice on the keyboard

- Play hands together (melody and chords), with accurate rhythms and at an appropriate tempo (speed)
- Play melodies with a range of note values including semibreves, minims, crotchets, quavers, semiquavers and dotted rhythms
- Play in time with a group
- Play music that includes accidentals: sharp, flat and natural
- **Ukulele/Guitar:**
 - Play at least nine chords, using a continuous strumming style
 - Ukulele: Am, C, F, G7, G, Em, A, A7, Dm, D7, C7, etc.
 - Guitar: A7, Em7, Em, C, D, G, Am, G7, Dm, E, E7, etc.
 - Interpret TAB to play melodies using four or more strings and notes up to the 5th fret
 - Play tunes and or/chords in time with a group or an accompaniment
 - Create a good tone by using accurate finger placement and strumming/plucking technique
 - Play melodies with a range of note values including semibreves, minims, crotchets, quavers, semiquavers and dotted rhythms
- **Bass guitar:**
 - Interpret TAB to play riffs, bass-lines and melodies using all four strings and notes up to the 7th fret
 - Create a good tone by using accurate finger placement and plucking technique
 - Play in time with a group or accompaniment
 - Play parts with a range of note values including semibreves, minims, crotchets, quavers, semiquavers and dotted rhythms
 - Play music that involves large leaps - e.g. from the E string to the G string, or from first to 5th fret, etc.
- **Drum kit:**
 - Play at least four different drum kit styles (including at least one of swing, reggae, Latin, calypso, funk and retro-funk)
 - Add variations to the basic styles to make them sound more musical and interesting.
 - Use the hi-hat and bass pedals on different beats of the bar
 - Play at least four different drum fills within each style
 - Play in time with a group or accompaniment
 - Play sensitively with others, controlling the timbre and volume of the drum kit
 - Demonstrate 4-way co-ordination (i.e. using both feet and both hands to control the hi-hat pedal, bass drum pedal, cymbals, hi-hat, snare and tom-toms)

In addition, pupils will have the opportunity to **sing** as part of group performances

Skills associated with each CfE level are displayed in the classroom and will be issued in electronic form to students on their ipads.

Understanding Music - Music Literacy

Students are expected to recognise the following features of written music:

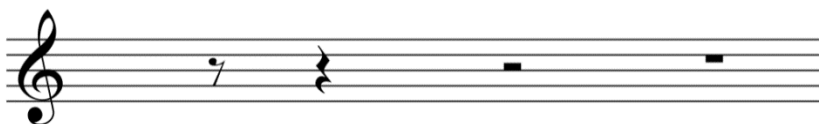
- Notes in the treble clef from A3 to C5



- Patterns of different note lengths, including Semibreves, minims, dotted minims, crotchets and quavers



- Quaver, Crotchet, Minim and Semibreve rests



- *f* - forte
- *p* - piano
- *Crescendo* (+ symbol)



- *Diminuendo* (+ symbol)



- Moving by step
- Moving by leap
- Repetition
- 2/3/4 beats in a bar and related time signatures (i.e. simple time)
- Pitch - ascending and descending
- Accidentals - Flat, sharp and natural



CURRICULUM REVIEW 2020-21

S3 Music

Throughout S3, students will study a number of **topics**. Within each topic, they will develop their **practical skills**. At the same time, they will develop their **understanding** of music and experiment with **composition** and **music technology**.

The topics can be approached in order, each topic lasting between four and six weeks.

By the end of the year, students, should be able to play comfortably at CfE **level 4**. It is expected that many will be able to play pieces on at least one instrument to **level 5** or beyond.

In addition to the topic work, students will be given the opportunity to rehearse their own choice of music - from our own selection of graded books for classroom instruments, or from Youtube etc.

The S3 exam will have two components:

- A **question paper**, in which students will have to identify key concepts in aural excerpts
- A **performance**, in which students will play at least two pieces on both their chosen instruments

As in S2, each topic contains:

- **Solo performing** ranging from level 2 to level 5(+), assessed half-way through each topic and at the end of the topic
- **Group performing** with differentiated parts from level 2 to level 5(+), assessed after 3-4 periods
- **Music concepts** core knowledge to help students understand the genre, assessed in a formal end-of-unit paper

Understanding Music - Concepts and Culture

By **performing**, **listening** to and **discussing** music associated with each topic, students will become familiar with a range of “**concepts**”. Students should be able to **define** these concepts and **identify** them in aural excerpts.

Certain works will be studied in more detail. (Often, these are to be performed by the whole class as a group piece). Students should be able to recognise these works and to identify salient features of **timbre**, **structure**, **melody/harmony**, **rhythm** and **style**.

In addition, the **cultural context** of each topic will be explored briefly. For example, as part of the **Music Through Time and Space** topic, students will learn about why composers wrote music - e.g. patronage of rich aristocrats or the church. Students will also learn about the contributions made by key figures in the development of music - from historical figures like Bach and Beethoven to 20th Century musicians like David Bowie, Pink Floyd, The Beatles and Oasis.

Music technology and Composition

Students will use the **Garageband** app to create short pieces of original music. Each topic has one composing project. Students should, by the end of the course, be able to combine melody, harmony, timbre, structure and rhythm to create 8-bar or 12-bar pieces.

Garageband will also be used to record a group performance and thereby develop some understanding of multi-track recording. (This is dependent on having the requisite microphones and other technology).

The 1960s (4-6 weeks)	
Solo pieces	Riders on the Storm (3) Something Stupid (3) Can't Take My Eyes Off You (3) Sloop John B (3) Daydream Believer (3) California Girls (4) Waterloo Sunset (4) The Sound of Silence (4) Space Oddity (5)
Group pieces	I'm a Believer (The Monkees) You Really Got Me (The Kinks) Jumpin' Jack Flash (The Rolling Stones)
Composition/Technology	Create a bass riff using Garageband
Understanding Music (concepts)	<p>Concepts: Lead singer, Backing vocals, Verse and Chorus, Middle 8, Power chords Distortion, Surf Rock, 12-string guitar, Folk-rock, Controlled feedback, Hammer-on, Pitch bend, Reverb, Wah-wah pedal, Psychedelic Rock, Ostinato, Heavy Metal, Prog Rock, Riff, Concept Album, Ska, Reggae, Syncopation, R & B, Singer-songwriter, Atonal, Aleatoric</p> <p>Cultural Context: Invention of the Laser (1960) Construction of the Berlin Wall (1961) Invention of the audio cassette (1962) Assassination of J.F.K. (1963) The Civil Rights movement and "Beatlemania" (U.S.A.) The Vietnam War (1965) England win the World Cup (1966) The Summer of Love (1967) Assassination of Martin Luther King (1968) Moon landing, 1st flight of Concorde, Woodstock (1969)</p> <p>Bob Dylan, The Beach Boys, The Beatles, The Kinks, Jimi Hendrix, The Yardbirds, Led Zeppelin, Pink Floyd, Bob Marley and the Wailers, Simon and Garfunkel, Frank Zappa and the Bonzo Dog Doodah Band, David Bowie</p>
Core repertoire	<i>Students should recognise the following well-known pieces (in addition to many of those listed above) and be able to identify salient features:</i> I'm a Believer (The Monkees) You Really Got Me (The Kinks) Jumpin' Jack Flash (The Rolling Stones) Riders on the Storm (The Doors)

Music for Screen (4 weeks)

Solo pieces	The Addams Family (riff) (3) Teletubbies (4) In the Night Garden (4) Up (4) The Flintstones (4) Postman Pat (4) Danger Mouse (4) Dr Who (4) Scooby Doo (4) The Godfather (4) Lord of the Rings (4) Batman (4) Titanic (full version) (4/5) The A Team (5) Ghostbusters (5) James Bond theme (full version) (5) Star Wars Theme (full version) (5) Imperial March (5) Harry Potter theme (5) Pirates of the Caribbean (5) You've Got a Friend in Me (5) E.T. (5) Summer Lovin' (5) Indiana Jones (6) Family Guy (6)
Group pieces	Ghostbusters
Composition/Technology	Use Garageband to create sound effects and/or music to accompany a video excerpt from a silent film. Students may elect to download/record sound effects and/or create melody/harmony aligned to the timing of the video.
Understanding Music (concepts)	Score/Soundtrack Foley Sequence Major/Minor Crescendo/Diminuendo Dissonance Riff Fanfare Modulation Orchestra - Brass, Woodwind, Percussion, Strings
Core repertoire	<i>Students should recognise the following well-known film scores (in addition to many of those listed above) and be able to identify salient features:</i> The Incredibles (Michael Giacchino) Indiana Jones (John Williams) The Montagues and Capulets (Romeo and Juliet, Prokofiev) Adagio for Strings (Samuel Barber)

Music from 1970 - 1990 (4-6 weeks)

Solo pieces	<p> We Will Rock You (3) Radio Ga Ga (3) Losing my Religion (4) Crocodile Rock (4) Space Oddity (4) Easy (4) Layla (4) Wonderful Tonight (4) Billie Jean (4-6) Heroes (4-5) Life on Mars (5) Living on a Prayer (5) Don't Stop Believing (5) Dancing Queen (5) Bohemian Rhapsody (5) Stayin' Alive (5) Mamma Mia (5) Y.M.C.A. (5) Eye of the Tiger (5) Stairway to Heaven (5+) Superstition (5+) Take on Me (6) Sweet Child of Mine (5-6) </p>
Group pieces	<p> Don't You Want Me Every Breath You Take </p>
Composition/Technology	<p>Use "Live Loops" on Garageband to create a piece of Electronic Dance Music</p>
Understanding Music (concepts)	<p> Punk rock, Prog rock, New wave, Funk, Disco, Glam rock, Electronic Dance Music, Hip-hop, Indie rock, Modulation, Soul, Falsetto </p> <p> Elton John, The Bee Gees, ABBA, Pink Floyd, E.L.O., Queen, David Bowie, Slade, The Clash, The Sex Pistols, Michael Jackson, Madonna The Human League, The Cure, The Police ...and others TBC </p> <p> Cultural Context First email sent 1971, First cell phone 1972 1974 Resignation of President Nixon The rise of Margaret Thatcher 1975 - 1979 Khmer Rouge in Cambodia Famine in Africa and Live Aid 1978 - First I.V.F. baby Blockbuster films - Star Wars, Jaws, Grease, Superman, The Godfather The Falklands War - 1982 Eruption of Mount St. Helens 1980 Lockerbie Bombing 1988 The AIDS crisis </p>

Core repertoire	<i>Students should recognise the following well-known pieces (in addition to many of those listed above) and be able to identify salient features:</i> Life on Mars (David Bowie) Bohemian Rhapsody (Queen)
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Music Through Time and Space (4 weeks)	
Solo pieces	<p>Ode to Joy (3) Largo from "New World Symphony" (Dvorak) (3) I Got Rhythm (Gershwin) (2) March from "Aida" (Verdi) (3) In the Hall of the Mountain King (4) Bridal March (4) Für Elise (Beethoven) (4) Caprice 24 (Paganini) (5) William Tell (Rossini) (5) Toccata in Dm (Bach) (6) Scheherazade (Rimsky-Korsakov) (Various excerpts 3-5) ...and others TBC</p>
Group pieces	Dr Who theme
Composition/Technology	<p>Create an Alberti Bass accompaniment based on chords I, IV, V and VI in the key of C major; Write a simple melody using a C major scale</p>
Understanding Music (concepts)	<p>Renaissance Baroque Classical Romantic Modern Symphony Concerto Orchestra Opera Alberti Bass Scale Arpeggio Ornament Trill Polyphonic Homophonic Modulation Minimalism</p> <p>Cultural Context Patronage in Baroque and Classical eras The importance of the church in Baroque music Bach, Mozart, Beethoven, Schubert, Wagner, Gershwin, Schoenberg</p>
Core repertoire	<p><i>Students should recognise the following well-known pieces (in addition to many of those listed above) and be able to identify salient features:</i> Toccata in Dm (J.S. Bach) In the Hall of the Mountain King (Grieg) Scheherazade (Rimsky-Korsakov) Symphony No. 5, 1st Movement (Beethoven)</p>

Scottish Music (4-6 weeks)

Solo pieces	Donald Where's Yer Troosers? (2) Katie Bairdie (2) Take Me Out (2) Ally Bally (3) Tam Lin (3) Auntie Mary (3) Wha Widna Fecht for Charlie (4) Brochan Lom (4) O Flower of Scotland (4) Auld Lang Syne (4) Caledonia (4) My Love is Like a Red Red Rose (5) Leaving Lerwick Harbour (5) Atholl Highlanders (5) Soldier's Joy (5) Miss Admiral Gordon's Strathspey (5) Loch Ruan (5) Stomach Steinway Man (6) Superfly (6) Road to Errogie (7) Waves of Rush (7)
Group pieces	Caledonia 500 Miles
Composition/Technology	Compose a reel based on chords I, IV, V and VI in the key of C major or G major.
Understanding Music (concepts)	Bagpipes, Fiddle, Clarsach, Pipe band, Pibroch, Theme and Variations, Drone Strathspey, Jig, Waltz, March, Scotch Snap, Simple Time, Compound time, Reel, Grace note, Ceilidh Band, Slow Air, Ornament, Double-stopping, Air, Scottish Dance Band, Accordion, Bass, Anacrusis, Scots Ballad, Bothy Ballad, Strophic, Accompanied/unaccompanied, Waulking Song, Gaelic Psalm, Mouth Music, Modal, Vamp, Pentatonic Scale, Pedal
Core repertoire	<i>Students should recognise the following well-known pieces (in addition to many of those listed above) and be able to identify salient features:</i> 500 Miles (The Proclaimers) Flower of Scotland Auld Lang Syne Tam Lin

The Magic of Musicals! (4 weeks)

Solo pieces	Super Trouper (2) Supercalifragilisticexpialidocious! (3) We Will Rock You (2) Hakuna Matata (3) All That Jazz (3) I Dreamed a Dream (4) Mamma Mia (4) Any Dream Will Do (4) I Don't Know How to Love Him (4) Bohemian Rhapsody (5) The Bare Necessities (5) Beauty and the Beast (5) Dancing Queen (5) Tonight (5)
Group pieces	We Will Rock You Summer Nights Greased Lightning
Composition/Technology	Write lyrics for a short song for a musical; or Write the chorus of a song based on a poem or excerpt from a novel
Understanding Music (concepts)	Musical Opera Solo Duet Ensemble Chorus Recitative Unison/octaves Harmony Syllabic Melismatic Sprechgesang Modulation
Core repertoire	<i>Students should recognise the following well-known pieces (in addition to many of those listed above) and be able to identify salient features:</i> America (West Side Story) One Day More (Les Miserables) The Queen of the Night's Aria (Mozart) Jesus Christ Superstar (Lloyd-Webber)

Pop Music 2000-2021 (II)	
Solo pieces	Own choice (including new contemporary pop songs)
Group pieces	Own choice
Composition/Technology	<p>As a group, create and perform an original pop song, based on a 4-chord ostinato.</p> <p>In this composition-based unit, students will have the opportunity to rehearse and perform a range of contemporary pop songs, either individually or as part of a group.</p> <p>The main focus of this topic, however, will be the creation of an original pop song. Garageband will be used to record live instruments and/or touch instruments.</p>
Understanding Music (concepts)	<p>Chords I, IV, V, VI; Key, Scale, Major/minor, Solo, Ostinato, Melody, Accompaniment, Verse and Chorus, Rap, Lead singer, Backing vocals, Unison, Harmony, Modulation, Soprano, Alto, Tenor, Bass, SATB Chorus</p>

The Blues (3 weeks)	
Solo pieces	Own choice
Group pieces	N.A.
Composition/Technology	Create a composition based on a 12-bar blues pattern, with AAB structure
Understanding Music (concepts)	<p>Concepts: Blues Blues Scale Call and Response AAB structure Adagio Andante/Moderato Allegro Electric guitar Piano Double Bass Drums 12-bar blues Improvise Triads Passing notes Walking bass 7th chord Syncopation <i>Ma Rainey</i> <i>B.B. King</i> <i>Muddy Waters</i> <i>Bessie Smith</i> <i>Holwin' Wolf</i> <i>Robert Johnson</i> <i>John Lee Hooker</i></p> <p>Cultural Context: Origin of Blues in the Southern States of U.S.A. The Slave trade Blues music key to the development of jazz, soul and R&B</p>
Core repertoire	<p><i>Students should recognise the following well-known pieces (in addition to many of those listed above) and be able to identify salient features:</i> Sweet Home Chicago (Robert Johnson) Boom Boom Boom (John Lee Hooker)</p>

Practical Skills

Throughout S3, students will develop their practical skills. By practising a range of solo and group pieces, students will move through a graded series of pieces, aiming to progress towards (and, in some cases, beyond) **level 5**. By the end of the year, students should be able to demonstrate the following skills (equating to CfE Level 5):

- **Keyboard:**
 - Play melodies with a range of an octave or more, including leaps of more than five notes
 - Play music with at least 6 single-finger chords (including minor, 7th and m7 chords)
 - Select an appropriate style/voice on the keyboard
 - Play hands together (melody and chords), with accurate rhythms and at an appropriate tempo (speed)
 - Play in time with a group
 - Play music that includes accidentals: sharp, flat and natural
 - Use the intro/ending function on the keyboard
 - Play pieces with more difficult rhythms - with a full range of note values and including tied notes and syncopation
 - Play two or more notes at once with the right hand.
- **Ukulele/Guitar:**
 - Play at least twelve chords, using a continuous strumming style
 - Ukulele: Am, C, F, G7, G, Em, A, A7, Dm, D7, C7, B-flat, D, E7
 - Guitar: A7, Em7, Em, C, D, G, Am, G7, Dm, E, E7, D7, G7, C7, F, etc.
 - Interpret TAB to play longer melodies using four or more strings and notes up to the 12th fret
 - Play tunes and or/chords in time with a group or an accompaniment
 - Create a good tone by using accurate finger placement and strumming/plucking technique
 - Play melodies with a range of note values including semibreves, minims, crotchets, quavers, semiquavers and dotted rhythms
 - Play with a variety of stylistically appropriate strumming patterns
 - Play with dynamics
 - Combine chords and TAB in the same piece
- **Bass guitar:**
 - Interpret TAB to play riffs, bass-lines and melodies using all four strings and notes up to the 12th fret
 - Create a good tone by using accurate finger placement and plucking technique
 - Play in time with a group or accompaniment
 - Play parts with a full range of note values, including syncopation and tied notes
 - Play music with more awkward hand shapes - e.g. jumping from fret 5 to 7, or stretches of 3 frets
 - Play pieces lasting a minute or more

- **Drum kit:**
 - Play at least four different drum kit styles (including at least one of swing, reggae, Latin, calypso, disco)
 - Add variations to the basic styles to make them sound more musical and interesting.
 - Use the hi-hat and bass pedals on different beats of the bar
 - Play at least four different drum fills within each style
 - Demonstrate 4-way co-ordination (i.e. using both feet and both hands to control the hi-hat pedal, bass drum pedal, cymbals, hi-hat, snare and tom-toms)
 - Play sensitively with a group - controlling the tempo and volume of the kit, with stylish fills at appropriate places in the music

In addition, pupils will have the opportunity to **sing** as part of group performances

Skills associated with each CfE level are displayed in the classroom and will be issued in electronic form to students on their ipads.

Understanding Music - Music Literacy

Students are expected to recognise the following features of written music:

- Notes in the treble clef from A3 to C5

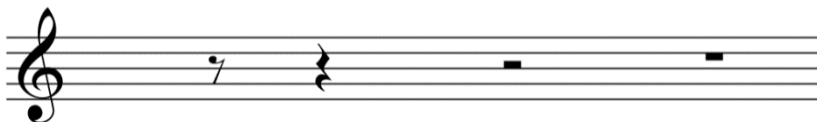


- Patterns of different note lengths, including Semibreves, minims, dotted minims, crotchets and quavers

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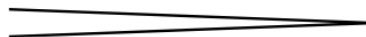
- Quaver, Crotchet, Minim and Semibreve rests



- *f* - forte
- *p* - piano
- *Crescendo* (+ symbol)



- *Diminuendo* (+ symbol)



- Moving by step
- Moving by leap
- Repetition
- 2/3/4 beats in a bar and related time signatures (i.e. simple time)
- Pitch - ascending and descending
- Accidentals - Flat, sharp and natural

