



**This half term: Skills, Knowledge and Understanding to be developed:**

- **Skills; students WILL BE ABLE** to compose a melody and chord progression for their free composition. Pupils will also be able to look at developing the structure of their ideas and improving understanding of compositional devices.
- **Knowledge; students WILL KNOW** how to develop original ideas by using compositional devices effectively to improve their overall mark.
- **Understanding; students WILL DEMONSTRATE** understanding of harmony by using a variety of chord positions in their main 'A' sections and using relative keys and modulations to vary their B sections.

**Key Terms / Words:**

Major, minor, dominant, sub-dominant, tonic, Inverted chords, perfect, imperfect, interrupted, plagal, sequence, imitation, antiphony, conjunct, disjunct, triadic, arpeggio, scalar, Broken Chords, chromatic, modulation/modulate, Contrary motion, counter melody, pedal, inverted pedal, Ternary Form

**WEEK 1**

- Skills; students WILL BE ABLE compose and notate an 8 bar melody.
- Knowledge; students WILL KNOW what ingredients are needed for a good melody and how to use them accordingly
- Understanding; students WILL DEMONSTRATE understanding of melody writing by creating a tune that follows the set criteria.

**Success Criteria:**

- Pupils to list the ingredients of composition and the processes they should be looking to work towards.
  - Pupils create an 8 bar melody following the set criteria and notate it
- \*ALL compositions need to be printed and glues in books to demonstrate progress\*

**Homework set:**

To ensure the 8 bar melody is completed and notated for next lesson.

**Week 2**

- Skills; students WILL BE ABLE to add chords underneath their melody lines by looking at the notes used and working them alongside the chords.
- Knowledge; students WILL KNOW about the harmonies and chord structure of their composition.
- Understanding; students WILL DEMONSTRATE understanding of the Harmony by adding the appropriate chords alongside the melodies.

**Success Criteria**

- Pupils to write the tonality and key of their melodies above their score
- Pupils to figure out the primary and secondary chords of their key and write in books
- Pupils to notate the harmonic progressions that would accompany their melodies

\*ALL compositions need to be printed and glues in books to demonstrate progress\*

**Homework set:**

To ensure the 8 bar melody and chords are completed and notated for next lesson.

**WEEK 3**

- Skills; students WILL BE ABLE to develop their initial melodic idea
- Knowledge; students WILL KNOW how develop ideas effectively
- Understanding; students WILL DEMONSTRATE their ability to be creative with a simple idea.

**Success Criteria**

- Pupils to notate their developed sections into their exercise books.

\*ALL compositions need to be printed and glues in books to demonstrate progress\*

**WEEK 4**

- Skills; students WILL BE ABLE to pick out different structures in a listening task.
- Knowledge; students WILL KNOW What ternary form is and how they would create it in their compositions
- Understanding; students WILL DEMONSTRATE their understanding by beginning a contrasting B Section to their composition.

**Success Criteria:**

- Pupils to discuss form and structure through a listening task.
- Completed listening table in books
- Pupils to look at relative key signatures and write them down alongside their compositions.,
- Pupils to begin composing a contrasting B section.

\*ALL compositions need to be printed and glues in books to demonstrate progress\*

**Homework set:**

Deadline for draft 1 is in week 6: completion of this 1<sup>st</sup> draft paramount and therefore the laptops will be available during lunch, break and afterschool to ensure the deadline is met.

<p><b>WEEK 5</b></p> <ul style="list-style-type: none"> <li>• Skills; students <u>WILL BE ABLE</u> to distinguish between a variety of different compositional devices when listening to extracts of music.</li> <li>• Knowledge; students <u>WILL KNOW</u> about different compositional devices and how they could be implemented into their compositions.</li> <li>• Understanding; students <u>WILL DEMONSTRATE</u> their understanding of compositional devices by adding them into their composition ideas.</li> </ul>	<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• Pupils have written down a variety of compositional devices and definitions</li> <li>• Pupils complete listening tasks related to the musical elements.</li> <li>• Pupils show an example of how they have added a compositional device to their work – annotated score of composition</li> </ul>	<p><b>Homework set:</b> Pupils to revise the musical devices and their definitions for a test next week.</p>
<p><b>WEEK 6</b></p> <ul style="list-style-type: none"> <li>• Skills; students <u>WILL BE ABLE</u> to complete the contrasting section.</li> <li>• Knowledge; students <u>WILL KNOW</u> how to modulate back to the original or the dominant key effectively and will demonstrate this by using appropriate accidentals in their work</li> <li>• Understanding; students <u>WILL DEMONSTRATE</u> their understanding of accidentals to modulate smoothly between the sections.</li> </ul>	<p><b>Success Criteria:</b></p> <div style="border: 1px solid blue; padding: 5px; width: fit-content; margin: 0 auto;">SA</div> <div style="border: 1px solid red; padding: 5px; width: fit-content; margin: 0 auto;">GRADE</div>	<p>Composition hand in – Completed draft 1</p>