



MUSIC YEAR 10 LP3– Musical Devices

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

- **Skills;** students **WILL BE ABLE** to aurally recognise different Compositional devices
- **Knowledge;** students **WILL KNOW** the definitions of the devices
- **Understanding;** students **WILL DEMONSTRATE** understanding of compositional by composing using them and picking them out in listening tasks.

Key Terms / Words: *Compositional adevices, Repetton, contrast, Anacrusis. Imitation, sequence, motif, Ostinato, Syncopation, Dotted rhythms, Drone, Pedal, Canon, Conjunct, disjunct, broken chord, Arpeggio, Alberti Bass, Regular phrasing, Modulation*

WEEK 1: Repetition, contrast, Anacrusis, ostinato, motif

- Skills; students **WILL BE ABLE** to identify Repetition contrast and anacrusis and ostinato in a piece of music .
- Knowledge; students **WILL KNOW** the characteristics and definitions of these devices
- Understanding; students **WILL DEMONSTRATE** understanding of these by performing as a class and aurally recognising them in a listening ask.

Success Criteria:

- Definitions of keywords in books.
- **Printed out examples labelled**
- Listening task linked to the keywords.
- Ostinato performance piece

WEEK 2: Melodic devices: Imitation, sequence and canon, conjunct, Disjunct

- Skills; students **WILL BE ABLE** to identify Sequences and imitation
- Knowledge; students **WILL KNOW** the characteristics and definitions of these devices
- Understanding; students **WILL DEMONSTRATE** understanding of these by composing a melody using them and aurally recognising them in a note dictation exercise.

Success Criteria:

- Definitions of keywords in books.
- **Printed out examples labelled**
- Listening task Music dictation including imitation and dictation examples
- Performance of a canon

WEEK 3: Rhythmic Devices: Syncopation, dotted, triplets, compound time

- Skills; students **WILL BE ABLE** to identify different rjhythmic devices
- Knowledge; students **WILL KNOW** the definitions of the keywords
- Understanding; students **WILL DEMONSTRATE** understanding of these by performing rhythmical examples.

Success Criteria:

- Definitions of keywords in books.
- **Printed out examples labelled**
- Listening task focusing on rhythmic devices.

WEEK 4: Harmonic Devices: Pedal, Drone, Broken Chord/ Arpeggio, Alberti Bass

- Skills; students **WILL BE ABLE** to identify Pedal, drones and modulations in Music.
- Knowledge; students **WILL KNOW** the definitions and how to recognise them
- Understanding; students **WILL DEMONSTRATE** understanding through listening tasks and performance task of a folk song.

Success Criteria:

- Definitions of keywords in books.
- **Printed out examples labelled**
- Performance task of folk song and adding drones.

Revise Devices so far, know definitions and what they would look and sound like

WEEK 5: Harmonic Devices: Modulations and cadences

- Skills; students **WILL BE ABLE** to identify Harmonic devices in music
- Knowledge; students **WILL KNOW** how modulations and cadences are formed
- Understanding; students **WILL DEMONSTRATE** understanding via cadence score analysis and listening task

APP

GRADE

WEEK 6: SA
Students will apply and demonstrate new knowledge and skills in an end of unit exam.

- Skills; students **WILL BE ABLE** to answer short exam style questions focusing on Devices
- Knowledge; students **WILL KNOW** how to answer the questions effectively and under strict time constraints.
- Understanding; students **WILL DEMONSTRATE** their ability to write clearly and use musical terms in a WJEC exam style question

SA

GRADE

Create a revision mid map of all of the Devices and their definitions in preparation for your future exams and listening tasks.