



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, scalic, 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 for the contrasting B section
- 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 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 1st draft paramount and therefore the laptops will be available during lunch, break and afterschool to use to ensure the deadline is met.

<p>WEEK 5</p> <ul style="list-style-type: none"> • Skills; students <u>WILL BE ABLE</u> to distinguish between a variety of different compositional devices when listening to extracts of music. • Knowledge; students <u>WILL KNOW</u> about different compositional devices and how they could be implemented into their compositions. • Understanding; students <u>WILL DEMONSTRATE</u> their understanding of compositional devices by adding them into their composition ideas. 	<p>Success Criteria:</p> <ul style="list-style-type: none"> • Pupils have written down a variety of compositional devices and definitions • Pupils complete listening tasks related to the musical elements. • Pupils show an example of how they have added a compositional device to their work – annotated score of composition 	<p>Homework set: Pupils to revise the musical devices and their definitions for a test next week.</p>
<p>WEEK 6</p> <ul style="list-style-type: none"> • Skills; students <u>WILL BE ABLE</u> to complete the contrasting section. • 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 • Understanding; students <u>WILL DEMONSTRATE</u> their understanding of accidentals to modulate smoothly between the sections. 	<p>Success Criteria:</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>