

<p>Using Logic in the mac suite, pupils will be given a choice of two film clips and will need to create music to match the mood of the clip. They will create techniques such as motif, chords, use of octaves, ostinato, drone, chromatic scale, diminished 7th, and major/minor to make their piece effective.</p>	
<p>Spring Half Term 3:</p> <p>Protest Music Pupils will study African spirituals, Shostakovich, William Byrd, Bob Dylan and other forms of music that was used in some way as a protest. Pupils will then be asked to create their own protest piece, or song, in pairs or small groups.</p>	<p>Final protest music performance</p>
<p>Spring Half Term 4:</p> <p>Remix Pupils use Garageband or Logic to create a remix! They will take the melody line only from a choice of many songs. They will then add chords and bass line <i>in a style of their own choice</i>. This will completely change the mood of the original song! In doing so, pupils will develop their understanding of a number of different styles of music.</p>	<p>Remixed song creation</p>
<p>Summer Half Term 5:</p> <p>Composition Pupils will work independently on a composition in a style of their choice, which will be marked using the GCSE composition criteria. Their composition might be a song, music tech piece or a classical composition. Pupils will have the option to use technology (Garageband, Logic, Sibelius) or create their song live on guitar or keyboard.</p>	<p>Mp3 of song piece – this might involve bouncing the project from a computer programme, or recording a live performance.</p>

Summer Half Term 6:

Reggae Music

Pupils will further develop their understanding of song-writing through analysing the reggae style. They will create short performances in groups that focus on off-beat chords, prominent bass lines and primary chords. Pupils will work in groups to create final performances in the reggae style.

Group performance in reggae style.

Key Skills:

Musical skills:

- keyboard (hand technique & dexterity, muscle memory, how to play *musically*)
- gaining some technical experience on electric/acoustic guitar, and bass guitar
- staying in time with others/adjusting to fit in (possibly also leading a group)
- analysing music: gradually building up a repertoire of GCSE-based musical terminology
- ability to play/sing from a score
- manipulating samples in Garageband
- annotating compositions using Sibelius

Musical knowledge:

- musical notation (notes on the staff including treble and bass clefs, sharps and flats, note and rest values)
- key composers and works
- the rise of reggae
- film composers

Building blocks/techniques:

- major and minor scales
- chord sequences, primary chords and use of the dominant
- features of a good melody (motif/repetition/contrast)
- features of particular styles of music, including reggae styles
- word setting and the use of texture and harmony within pop styles