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| **What will we be learning?**HOW DO WE MAKE SENSE OF A MUSICAL SCORE?**Year 9 GCSE-Ready –** **Score Arrangement** | **Why this? Why now?**Following on from the introduction to staff notation covered in **Piano Course** and **Orchestra** students learn to vocalise rhythm and pitch from a musical score. Students apply this knowledge by arranging a score of their own using music notation software, one of the options to realising composition during the GCSE unit **AOS1 My Music**. This foundation of music theory is preparation for GCSE units such as **AOS2 Concerto Through Time** and **AOS4 Film and Gaming Music** where score reading and melodic recognition forms part of the final assessment  | **Key Words:**SemibrevesMinimsCrotchetsQuaversSemiquaversDotted crotchets/quaversDotted quavers/semiquaversMusical staveBarsTreble Clef (Middle C to F)Bass Clef (G to Middle C)3/4 and 4/4C majorA minorDynamic markings, including p f Crescendo Decrescendo  |
| **What will we learn?**HOW CAN WE INTERPRET RHYTHM AND PITCH NOTATION WITHOUT USING INSTRUMENTS?WHAT ARE THE DIFFERENT SYMBOLS USED IN STAFF NOTATION AND WHAT DO THEY REPRESENT?IS STAFF NOTATION BETTER THAN OTHER NOTATION SYSTEMS? HOW CAN WE CREATE ARRANGE A MUSICAL IDEA INTO AN EXTEDNED COMPOSITION USING THE NOTATION SOFTWARE? |
| **What opportunities are there for wider study?**Study of music theory is supported through the Music Enrichment programme.Students can join the Music Theory course and work towards a graded exam. Grade 5 is a requirement if students wish to enter for the higher grades on their instrument. Grade 6 and beyond carry UCAS points.School ensembles (Woodwind, Strings, Brass, Piano and the Orchestra) provide opportunities for students to apply reading music skills in a practical setting. |
| **How will I be assessed?**Score arrangement Pitch and rhythm vocal exercisesPitch and rhythm notation exercises  |

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| **Success Criteria** |
| Excellence |
| * Can independently vocalise rhythm and pitch notation
* Can confidently notate by ear rhythm and pitch from aural examples
* Can notate melodic ideas using music software and extend into a composition by a balance of repetition and variation within an appropriate structure
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| Secure |
| * Can confidently vocalise rhythm and pitch notation
* Can begin to notate by ear rhythm and pitch from aural examples
* Can notate melodic ideas using music software and extend into a composition by using changing texture within an appropriate structure
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| Developing |
| * Can vocalise rhythm and pitch notation with support of others
* Can correctly match written rhythm and pitch to aural examples
* Can notate melodic ideas using music software and extend into a composition by using repetition and changing texture
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| Foundation |
| * Can vocalise basic rhythm and pitch notation with support of others
* Can correctly match some written rhythm and pitch to aural examples
* Can notate melodic ideas using music software and apply copy & paste functions to extend into a composition
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