



KS3 to KS4 – ‘Terminology Flightpath’ at a glance

7	8	9	10	11
<p>Elements of Music: Tempo Dynamic Pitch Texture Duration Silence Timbre Rhythm</p> <p>Notation: Time Signature Stave Treble Clef Semibreve Minim Crotchet Quaver Dotted note Flat & Sharp Ascending & Descending</p> <p>Timbre: Woodwind: Flute, Clarinet, Oboe, Bassoon, Piccolo Brass: Trumpet, Trombone, Horn, Tuba</p>	<p>Blues: 12 bar blues Chord Improvisation Riff Walking Bass Call & Response</p> <p>Film: Pedal Ostinato Cluster chord Chromatic Motif, Leitmotif Scale, Mickey-Mousing Italian dynamics- ff,f,mf,mp,p,pp, crescendo, diminuendo Italian tempi – Presto, Allegro, Moderato, Andante, Largo Articulation – Staccato / Legato Major & Minor</p> <p>Timbre: Strings: Violin, Viola, Cello, Bass, Harp Percussion: Snare, Timpani, Congas, Bongos, Glock, Xylophone, Toms, Hi-hat</p>	<p>Harmony: Major Minor</p> <p>Styles: Baroque, Classical, Romantic, Modern, Blues, Rock, Jazz Pop, Reggae, Hip Hop, Tango, Samba, Country</p> <p>Notation: Time Signature – 6/8 Bass Clef</p> <p>Texture: Unison, Octaves</p> <p>Timbre: Ensembles: orchestra, brass band, wind band, jazz band, rock band</p> <p>Form: Binary, Ternary, Rondo, Verse, Chorus, Bridge, Intro, Outro, Coda</p>	<p>Harmony/Tonality: Root position Inversion Triad Modal Tonality – key sig major/min / tonic / dominant / modulation / relative keys</p> <p>Melody: Sequence, Phrasing Scalic, Arpeggio Conjunct, Disjunct Chromaticism, Diatonic Intervals 1-8 / Maj/Min</p> <p>Texture: Melody & Accompaniment Homophonic Monophonic Polyphonic, Acappella</p> <p>Timbre: Extended families – e.g. bass clarinet, Voices Development of orchestra</p> <p>Rhythm: Syncopation, Dotted, Stab Swung, Simple & Compound, Cross rhythm</p> <p>Technique: Pizzicato, Arco, strum, pick Tremolo, Double stop, Effects</p>	<p>Harmony/Tonality: Modal, Non-diatonic Whole-tone, Enharmonic Cadences: perfect, plagal, Imperfect, interrupted Dominant 7th, Pentatonic</p> <p>Melody: Passing Note Fragmentation Diminution Augmentation Acciaccatura, Enharmonic Ornamentation – trill, turn, mordent etc.</p> <p>Texture: Antiphonal, Imitation Heterophonic, Canonic, Counterpoint, Doubling</p> <p>Timbre: Mutes Guitar effects – reverb, wah-wah, distortion, overdrive, delay</p> <p>Rhythm: Hemiola, Rubato, Tempi Anacrusis, Scotch Snap Additive rhythm</p> <p>Technique: Flutter, Hand Stop, Vibrato, Col legno</p>



KS3 to KS4 – 'Skills Flightpath' at a glance

7	8	9	10	11
<p>Rhythm & Pulse: Find & clap the main pulse Memorise and clap back short rhythms Clap simple printed rhythms Clap & improvise rhythms to a pulse Improvise rhythms - set lengths</p> <p>Melody (Keyboard): Be able to find the position of notes quickly on the keyboard Perform short melodic lines (note range 5-8 notes) on the keyboard. Perform melody to 'Rocky'</p> <p>Chords (Ukulele): Perform basic ukulele strumming in time. Perform 2, 3 and 4 chord patterns on ukulele. Perform chords for ukulele piece in time with backing & in ensemble Perform chords to 'Rocky'</p> <p>Theory & Notation: Understand and read rhythmic notation of 4,2,1,1/2 lengths. Understand & read pitched notation in treble clef Find & name notes on the piano keyboard (white & black) Understand and read basic tab notation for ukulele</p> <p>Listening: Identify the use of tempo, dynamic, pitch, texture, duration, timbre & describe in basic terms. Identify the following instruments by picture and by sound (principally in solo presentation) Woodwind: Flute, Clarinet, Oboe, Bassoon, Piccolo Brass: Trumpet, Trombone, Horn, Tuba Strings: Violin, Cello, Bass, Harp.</p>	<p>Keyboard: Perform single finger chords for the blues pattern in time Perform 3 finger chords for blues pattern (in time) Play a blues riff Improvise over the blues</p> <p>Ukulele/Guitar: Perform 12 bar blues chords on guitar / bass guitar (also drums). Perform a blues Riff Perform ukulele song with more difficult chords &/or wider range of chords Play ukulele using 8 chords</p> <p>Composition: Compose a blues riff Compose a Blues song in group Compose a short extract featuring an ostinato & pedal Compose music to 2 film clips employing the following features: Cluster chord, Chromaticism, Motif, Mickey-Mousing, scale, ostinato & pedal.</p> <p>Theory: Employ the following in class discussion and listening work: Italian dynamics- ff,f, mf, mp, p, pp, crescendo, diminuendo Italian tempi – Presto, Allegro, Moderato, Andante, Largo Articulation – Staccato / legato</p> <p>Listening: Give detail on the use of tempo, dynamic, pitch, texture, duration, timbre & describe using specific terminology (see above theory). Identify the following additional instruments by picture and by sound - Percussion: Snare, Timpani, Congas, Bongos, Glock, Xylophone, Toms, Hi-hat</p>	<p>Keyboard: Perform pieces with up to 6 chords. Use 2 hands in performance.</p> <p>Ukulele/Guitar/ Keyboard/drums: Perform an individual part in a rock band song. Hold an individual line in a performance of 'Bag's Groove'. Teach another pupil your part.</p> <p>Composition: Create an ensemble version of 'Bag's Groove' Compose new rhythms for a pre-written song using Sibelius software Compose an entirely new melody to given backing</p> <p>Theory & Notation: Reading and understanding of varied time signatures Reading of notation in bass clef Understanding the following forms - Binary, Ternary, Rondo, Verse, Chorus, Bridge, Intro, Outro, Coda</p> <p>Listening: Identifying the following ensembles by picture and sound - orchestra, brass band, wind band, jazz band, rock band, string quartet Identify the main traits of the following styles: Baroque, Classical, Romantic, Modern, Blues, Rock, Jazz, Pop, Reggae Hip Hop, Tango, Samba, Country</p> <p>Begin to identify main instruments within ensemble context</p>	<p>Specialist Instrument: At this point, instrumental skills relate directly to each pupil's specialist instrument. We work with peripatetic staff to develop: Technical skills Stylistic interpretation Expression & musicality</p> <p>Aural Skills: Dictate short melodic phrases by ear. Dictate rhythmic phrases by ear. Identify chords (I, IV, V) by ear</p> <p>Composition: Create and use chords in various inversions / layouts Develop skills in employing varying textures Develop ability to construct an effective melody line & to re-use motivic ideas To score for a wide variety of instruments in effective way To capture specific styles</p> <p>Listening: Identify the following by ear: Rhythm - Syncopation, Dotted, Stab, Swung, Simple & Compound, Cross rhythm Melody - Sequence, Phrasing Scalic, Arpeggio, diatonic, Chromaticism, Conjunct, disjunct, Intervals 1-8 / Maj/Min Texture - Melody & Accompaniment Homophonic Monophonic Polyphonic a cappella Timbre - full range of instruments Techniques - Pizzicato, Arco, strum, pick, Tremolo, Double stop, Effects Identify all previous instruments in more difficult presentation – so cello within a string orchestra or within large ensemble. Identify instruments while they employ specific techniques.</p>	<p>Specialist Instrument: Continued development of Y10 skills.</p> <p>Aural Skills: Dictate longer melodic phrases by ear. Dictate rhythmic phrases by ear. Identify modulations to 4 most closely related keys Identify 4 cadences</p> <p>Composition: Create music to specific briefs Create well-structured longer pieces (2-3min) Employ idiomatic features for chosen styles Develop melodic ideas Employ more complex harm (extended chords, dissonance)</p> <p>Listening: Identify the following by ear: Rhythm - Hemiola, Rubato, Tempi Anacrusis, Scotch Snap Additive rhythm Melody - Passing Note Fragmentation Diminution Augmentation Acciaccatura, Enharmonic Ornamentation Harmony - Modal Non-diatonic Whole tone, Enharmonic Cadences: perfect, plagal, Imperfect, interrupted Dominant 7th, Pentatonic Texture - Antiphonal, Imitation Heterophonic, Canonic, Counterpoint, Doubling Timbre & Tech - Mutes Guitar effects – reverb, wah-wah, distortion, overdrive, delay. Flutter, Hand Stop, Vibrato, Col legno Adapted sounds and techniques. E.g. Leslie on organ, double stopped strings, hand stopped horn</p>