



# MUSIC DEPARTMENT

## S1 Broad General Education Course

curriculum for excellence



2018/19	Term 1 August- December 2018	Term 2 January- April 2019	Term 3 April- June 2019
<b>LEARNING ACTIVITIES</b>	<p><b>UNDERSTANDING MUSIC</b></p> <ul style="list-style-type: none"> <li>➤ S1 MUSIC LITERACY UNIT</li> </ul> <p><b>PERFORMING SKILLS</b></p> <ul style="list-style-type: none"> <li>➤ GROUP PERFORMING (4/5 GROUPS) <b>'NEXT TO ME'</b> (KEYBOARD, TUNED PERCUSSION, DRUMKIT, GUITAR, BASS GUITAR ROTATION)</li> <li>➤ CHRISTMAS GROUP PERFORMING</li> </ul>	<p><b>UNDERSTANDING MUSIC</b></p> <ul style="list-style-type: none"> <li>➤ S1 UKULELE UNIT (POWERPOINT)</li> <li>➤ S1 LITERACY UNIT: INTRODUCTION TO SHARP NOTES</li> </ul> <p><b>PERFORMING SKILLS</b></p> <ul style="list-style-type: none"> <li>➤ GROUP PERFORMING <b>'SWAY'</b> (KEYBOARD, TUNED PERCUSSION, DRUMKIT, GUITAR, BASS GUITAR)</li> <li>➤ CHOOSE TWO INSTRUMENTS</li> </ul>	<p><b>UNDERSTANDING MUSIC</b></p> <ul style="list-style-type: none"> <li>➤ S1 LITERACY UNIT: INTRODUCTION TO FLAT NOTES</li> </ul> <p><b>PERFORMING SKILLS</b></p> <ul style="list-style-type: none"> <li>➤ GROUP PERFORMING <b>'BUDAPEST'</b> (KEYBOARD, TUNED PERCUSSION, DRUMKIT, GUITAR, BASS GUITAR)</li> <li>➤ CHOOSE TWO INSTRUMENTS</li> </ul>
<b>RESPONSIBILITIES OF ALL</b>	<b>LIT 3-02a, LIT 3-21a, LIT 3-05a, MNU 4-03a , HWB 3-23a HWB 3-24a</b>		
<b>EXPERIENCES &amp; OUTCOMES</b>	<ul style="list-style-type: none"> <li>➤ <b>EXA 2-16a</b> I can sing and play music from a range of styles and cultures, showing skill and using performance directions, and/or musical notation.</li> <li>➤ <b>EXA 3-16a</b> I can sing and/or play music from a range of styles and cultures and perform my chosen music confidently using performance directions, musical notation and/or playing by ear.</li> </ul>		
<b>BENCHMARKS</b>	<p style="text-align: center;"><b><u>SECOND LEVEL</u></b></p> <p>Performs on instruments, individually or as part of a group, to communicate the mood and character of a piece of music through, for example, the use of appropriate dynamics and expression.</p> <p>Explains, with supporting reasons, what works well and what could be improved in their own and others' work, using appropriate music vocabulary.</p>	<p style="text-align: center;"><b><u>THIRD LEVEL</u></b></p> <p>Plays by ear or uses appropriate music notation, for example, treble clef notation, tablature, graphic scores or chord symbols, to give a group or individual performance.</p> <p>Evaluates their own work and the work of others, including visiting artistes, using appropriate music vocabulary.</p>	
<b>MATERIALS/ RESOURCES</b>	<p>*S1 Music Jotters/ Manuscript paper. *Smartboard *Music department iPads. *Music department PCs and MacBook pros. *Classroom Instruments- Keyboards, Xylophone/Glocks, Guitars, Ukuleles, Drumkit, Bass Guitar *Leads &amp; Amplifiers.</p>		
<b>EVIDENCE/ ASSESSMENT</b>	<ul style="list-style-type: none"> <li>➤ Audio Video recording of group performances for self &amp; peer evaluation/assessment purposes</li> <li>➤ Regular music literacy revision/assessment, through use of lesson starters</li> <li>➤ S1 End of Year Assessment</li> </ul>		