



MUSIC DEPARTMENT

S3 Broad General Education Course

curriculum for excellence



2018/19	Term 1 August- December 2018	Term 2 January- April 2019	Term 3 April- June 2019
LEARNING ACTIVITIES	<p>UNDERSTANDING MUSIC</p> <ul style="list-style-type: none"> ➤ S3 FILM MUSIC UNIT ➤ S3 SCOTTISH MUSIC UNIT <p>PERFORMING SKILLS</p> <ul style="list-style-type: none"> ➤ FILM MUSIC (SOLO) ➤ SCOTTISH MUSIC (GROUP) ➤ SOLO PERFORMING (BOOKLETS) <p>COMPOSING SKILLS</p> <ul style="list-style-type: none"> ➤ COMPOSITION: Begin work on S3 composing template 	<p>UNDERSTANDING MUSIC</p> <ul style="list-style-type: none"> ➤ S3 JAZZ & BLUES MUSIC UNIT ➤ JAZZ & BLUES MUSIC PROJECT <p>PERFORMING SKILLS</p> <ul style="list-style-type: none"> ➤ SOLO PERFORMING (BOOKLETS) <p>COMPOSING SKILLS</p> <ul style="list-style-type: none"> ➤ Start to put composition on to sibelius 	<p>UNDERSTANDING MUSIC</p> <ul style="list-style-type: none"> ➤ S3 WORLD MUSIC UNIT ➤ S3 EXAM <p>PERFORMING SKILLS</p> <ul style="list-style-type: none"> ➤ SOLO PERFORMING (BOOKLETS) <p>COMPOSING SKILLS</p> <ul style="list-style-type: none"> ➤ Development of composition on sibelius
RESPONSIBILITIES OF ALL	LIT 3-02a, LIT 3-21a, LIT 3-05a, MNU 4-03a , HWB 3-23a HWB 3-24a		
EXPERIENCES & OUTCOMES	<ul style="list-style-type: none"> ➤ EXA 3-16a 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. ➤ EXA 4-16a I can give assured expressive and imaginative performances of vocal and/or instrumental music from a wide range of styles and cultures, using performance directions, musical notation, and/or playing by ear. ➤ EXA 3-19a I have listened to a range of music and can identify features and concepts. I can give constructive comments on my own and others' work, including the work of professionals. ➤ EXA 4-19a Having reflected on my personal experiences, including participation and engagement with professionals, I can listen to a wide range of music and identify and analyse technical aspects, make informed judgments and express personal opinions on my own and others' work. ➤ EXA 3-17a I can use my voice, musical instruments or music technology to improvise or compose with melody, rhythm, harmony, timbre and structure. ➤ EXA 4-17a I can use my chosen vocal/instrumental skills to improvise and compose showing developing style and sophistication. ➤ EXA 4-18a Having developed my ideas from a range of stimuli, I can create and present compositions using a broad range of musical concepts and ideas. 		
BENCHMARKS	<p style="text-align: center;">SECOND LEVEL</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>Recognises a range of music styles and identifies some of the main instruments used in, for example, classical music, jazz music, rock and pop music.</p>	<p style="text-align: center;">THIRD LEVEL</p> <p>Performs music individually, with accuracy, from at least two contrasting styles, using two instruments or one instrument and voice, as solo performances to a standard equivalent to that of ABRSM Grade 1.</p> <p>Uses voice, instruments and technology to create music, showing understanding of musical structure, for example, creates in simple verse chorus form, creates short sequenced pieces using technology, creates short 16 bar music in binary form, experiments with voices/instruments to create sound effects.</p>	<p style="text-align: center;">FOURTH LEVEL</p> <p>Performs music individually, with accuracy and assurance, from at least two contrasting styles, using two instruments or one instrument and voice, as solo performances to a standard equivalent to that of ABRSM Grade 2.</p> <p>Plays by ear or uses appropriate music notation such as treble clef notation, tablature, graphic scores, chord symbols, to give an individual performance.</p> <p>Engages and listens well to various genres of music ranging from the Baroque period to modern music and identifies appropriate music concepts and compositional techniques, for example, listens to excerpts of music and gives a short, written or oral analysis, including the use of relevant concepts.</p>
MATERIALS/ RESOURCES:		EVIDENCE/ASSESSMENT:	
<p>*S3 Music Jotters/ Manuscript paper. *Smartboard *Music department iPads. *Music department PCs and MacBook pros.</p> <p>*Classroom Instruments- Keyboards, Xylophone/Glocks, Guitars, Ukuleles, Drumkit, Bass Guitar *Leads & Amplifiers. * Composition Booklets * Solo Performing Booklet</p>		<ul style="list-style-type: none"> ➤ Film Music Assessment ➤ Scottish Music Assessment ➤ Jazz & Blues Assessment & Project ➤ S3 Exam (Listening & Practical) ➤ Audio & Video recording of solo & group performances. 	



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