**Music Learner Journey**

**S1**

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|  | **Learning Intention** | **Success Criteria – learners will be able to;** | **Planned Homework activities** | **Ways to Support Learning at Home** | **Assessment** |
| **Class Keyboard** | Learn to play the keyboard  Learn note lengths and names | * Identify the note names and number of beats of each. * Identify notes using the rhyme ‘Every Good Boy Deserves Fun’ and ‘F.A.C.E’ * Perform various three note melodies as a class, incorporating various rhythms. * Identify strengths and areas for improvement in reading music and performing on the keyboard | 1. Name notes. 2. Identify rhythms 3. Composing a 4 bar melody   The activities use the skills learned in the class keyboard, glockenspiel and We Got Rhythm Units. Learners then transfer these skills to learning other instruments. |  | Learner progress is monitored every day in class. Through ongoing dialogue, learners and teachers identify strengths and areas for improvement and advice is given.  Throughout the year staff reflect on the level of leaner achievement. This is based on the progress made with class work. This is communicated to Parents/Carers through Tracking Reports, Full Reports and Parent/Carer Evenings. |
| **Passport of Skills** |
| * Planning, managing, organising * Taking responsibility for self-development |
| **Glockenspiel** | Learn to play the glockenspiel  Learn note lengths and names | * Identify the note names and number of beats of each. * Identify notes using the rhyme ‘Every Good Boy Deserves Fun’ and ‘F.A.C.E’ * Perform various five note melodies as a class, incorporating various rhythms. * Identify strengths and areas for improvement in reading music and performing on the glockenspiel. | 1. Naming notes. 2. Identifying rhythms 3. Composing a 4 bar melody   The activities use the skills learned in the class keyboard, glockenspiel and We Got Rhythm Units. Learners then transfer these skills to learning other instruments. |  | Learner progress is monitored every day in class. Through ongoing dialogue, learners and teachers identify strengths and areas for improvement and advice is given.  Throughout the year staff reflect on the level of leaner achievement. This is based on the progress made with class work. This is communicated to Parents/Carers through Tracking Reports, Full Reports and Parent/Carer Evenings. |
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| **We Got Rhythm** | Learn to aurally identify rhythms and tempos | * Aurally Identify if a short extract of music stays at a steady tempo. * Aurally identify a four beat rhythm from a choice of five. * Write down a rhythm by listening to a short extract of music. * Identify strengths and areas for improvement in identifying rhythms. | 1. Naming notes. 2. Identifying rhythms 3. Composing a 4 bar melody   The activities use the skills learned in the class keyboard, glockenspiel and We Got Rhythm Units. Learners then transfer these skills to learning other instruments. |  | Learner progress is monitored every day in class. Through ongoing dialogue, learners and teachers identify strengths and areas for improvement and advice is given.  Throughout the year staff reflect on the level of leaner achievement. This is based on the progress made with class work. This is communicated to Parents/Carers through Tracking Reports, Full Reports and Parent/Carer Evenings. |
| **Passport of Skills** |
| * Taking Responsibility |
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| **Ukulele** | Learn to play the ukulele | * Strum five different chords on the ukulele. * Link at least three chords together while playing along to a piano accompaniment. * Play three different strumming patterns. * Identify strengths and areas from improvement when performing on the ukulele |  |  | Learner progress is monitored every day in class. Through ongoing dialogue, learners and teachers identify strengths and areas for improvement and advice is given.  Throughout the year staff reflect on the level of leaner achievement. This is based on the progress made with class work. This is communicated to Parents/Carers through Tracking Reports, Full Reports and Parent/Carer Evenings. |
| **Passport of Skills** |
| * Planning, managing, organising * Taking responsibility for self-development |
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| **Instruments of the Orchestra** | Learn to identify different instruments of the orchestra.  **Passport of Skills**   * Taking responsibility for self-development | * Identify the different instruments of the string family by listening to an extract of music. * Identify the different features and playing techniques of the string instruments. * Identify the different instruments of the woodwind family by listening to an extract of music. * Identify the different features of the woodwind instruments. * Identify the different instruments of the brass family by listening to an extract of music. * Identify the different features of the brass instruments. * Identify the different instruments of the percussion family by listening to an extract of music. * Group the percussion instruments under the headings of Tuned and Untuned | 1. Worksheet on string and woodwind instruments. 2. Research a chosen string or woodwind instrument.   The activities use the skills learned in class and consolidates learner’s knowledge in identifying different instruments.   1. Worksheet on brass and percussion instruments. 2. Research a chosen brass or percussion instrument.   These activities use the skills learned in class and consolidates learner’s knowledge in identifying instruments. | * Listening to examples of different instruments on Google Classroom, MyMusicOnline and Bitesize. | Learner progress is monitored every day in class. Through ongoing dialogue, learners and teachers identify strengths and areas for improvement and advice is given.  Throughout the year staff reflect on the level of leaner achievement. This is based on the progress made with class work. This is communicated to Parents/Carers through Tracking Reports, Full Reports and Parent/Carer Evenings. |
| **Individual Keyboard** | Learn to play the keyboard  **Passport of Skills**   * Planning, managing, organising * Taking responsibility for self-development | * Play on the keyboard various five note melodies using the right hand with accompanying chords in the left hand, along to a backing rhythm. |  |  | Learner progress is monitored every day in class. Through ongoing dialogue, learners and teachers identify strengths and areas for improvement and advice is given.  Throughout the year staff reflect on the level of leaner achievement. This is based on the progress made with class work. This is communicated to Parents/Carers through Tracking Reports, Full Reports and Parent/Carer Evenings. |
| **Group Performance** | Learn to play as part of a group/class.  **Passport of Skills**   * Working with others * Communication | * Confidently play an instrumental line along with other instruments as part of a group/class performance. |  |  | Learner progress is monitored every day in class. Through ongoing dialogue, learners and teachers identify strengths and areas for improvement and advice is given.  Throughout the year staff reflect on the level of leaner achievement. This is based on the progress made with class work. This is communicated to Parents/Carers through Tracking Reports, Full Reports and Parent/Carer Evenings. |
| **Drum kit** | Learn to play the drum kit.  **Passport of Skills**   * Planning, managing, organising * Taking responsibility for self-development | * Play a waltz and rock rhythm using 3-way coordination while incorporating fills. |  |  | Learner progress is monitored every day in class. Through ongoing dialogue, learners and teachers identify strengths and areas for improvement and advice is given.  Throughout the year staff reflect on the level of leaner achievement. This is based on the progress made with class work. This is communicated to Parents/Carers through Tracking Reports, Full Reports and Parent/Carer Evenings. |
| **Jazz ‘n’ Blues** | Learn about Jazz ‘n’ Blues music.  Learn to improvise  **Passport of Skills**   * Taking responsibility for self-development | * Aurally recognise Jazz ‘n’ Blues concepts (features in the music) while listening to a piece of music. * Define the concepts associated with the Jazz ‘n’ Blues style. * Perform a 12 bar Jazz piece and incorporate improvisation. | 1. Choose a Blues piece of music that contains one of the concepts learnt in class. 2. Choose a Jazz piece of music that contains one of the concepts learnt in class. 3. Research a piece of Jazz or Blues music by finding out the title, composer, instruments/voices, date it was written, and identify three concepts in the piece learnt during this unit. | Listening to the pieces studied in class to reinforce the aural recognition of the concepts taught.  Listening to various examples of Jazz and Blues.  Youtube | Learner progress is monitored every day in class. Through ongoing dialogue, learners and teachers identify strengths and areas for improvement and advice is given.  Throughout the year staff reflect on the level of leaner achievement. This is based on the progress made with class work. This is communicated to Parents/Carers through Tracking Reports, Full Reports and Parent/Carer Evenings. |
| **Guitar** | Learn to play the guitar  **Passport of Skills**   * Planning, managing, organising * Taking responsibility for self-development | * Finger pick three note melodies on the guitar. * Strum three chords as part of a song on the guitar. |  |  | Learner progress is monitored every day in class. Through ongoing dialogue, learners and teachers identify strengths and areas for improvement and advice is given.  Throughout the year staff reflect on the level of leaner achievement. This is based on the progress made with class work. This is communicated to Parents/Carers through Tracking Reports, Full Reports and Parent/Carer Evenings. |
| **Music Technology** | Learn how to create a multi- layer track.  Learn how to create podcast. | * Use software and music technology equipment. * Share podcast with the class. |  |  | Learner progress is monitored every day in class. Through ongoing dialogue, learners and teachers identify strengths and areas for improvement and advice is given.  Throughout the year staff reflect on the level of leaner achievement. This is based on the progress made with class work. This is communicated to Parents/Carers through Tracking Reports, Full Reports and Parent/Carer Evenings. |