



Pathway
'2-4'

Year 10 Music

Term 2 Spring half Term to end of Summer Term

Learning Intention: Creating Sound

In this unit, students will have the opportunity to explore different sounds from the environment. They will develop an understanding of the concept of pitched and unpitched instrumentation. **Pupils are entered for the AQA Unit Awards with this module should they meet the requirements.**

Key knowledge that should be learned during this SoW	All (Pathway 2)	Most (Pathway 3)	Some (Pathway 4)
Concept:	<p>To encourage and support pupils to:</p> <ul style="list-style-type: none"> -Develop a basic understanding of pitched and unpitched instrumentation. 	<p>To encourage greater independence and decisions making through guidance in:</p> <ul style="list-style-type: none"> -Develop a basic understanding of pitched and unpitched instrumentation and be able to give an example. 	<p>To develop independent thinking, decision making, basic leadership skills and problem solving in group work by:</p> <ul style="list-style-type: none"> -Develop a basic understanding of pitched and unpitched instrumentation and be able to explain the difference between the two.
Knowledge:	<p>Develop a basic understanding of the following Core Knowledge:</p> <ul style="list-style-type: none"> - To understand that even everyday, non-musical objects can be used as instruments. 	<p>Develop a competent understanding of the following Core Knowledge:</p> <ul style="list-style-type: none"> - To understand that even everyday, non-musical objects can be used as instruments and be able to give an example of one. e.g. spoon, table, 	<p>Develop a confident understanding of the following Core Knowledge:</p> <ul style="list-style-type: none"> - To understand that even everyday, non-musical objects can be used as instruments and be able to give an example of a range of them.e.g.

		pencil.	spoon, table, pencil.
Key Skills:	<p>what will they actually be able to do as a result of this learning</p> <ul style="list-style-type: none"> - Will be able to identify pitched instruments such as a guitar or keyboard. - To attempt to use objects as instruments 	<p>what will they actually be able to do as a result of this learning</p> <ul style="list-style-type: none"> - Will be able to identify pitched and unpitched instruments such as a guitar and a drum. -be able to demonstrate at least one way of using objects as a recognisable instrument to create some melodic sound e.g. spoon, table, pencil. 	<p>what will they actually be able to do as a result of this learning</p> <ul style="list-style-type: none"> - Will be able to identify pitched and unpitched instruments such as a guitar and a drum and also explain the difference in sound. -be able to demonstrate a range of ways objects can be used to make melodic sound, e.g. spoon, table, pencil.
Language and/or communication skills:	<p>To develop confidence in subject related language and begin to use a range from the following keywords independently and mostly accurately sharing ideas verbally when prompted.</p> <ul style="list-style-type: none"> - Sound - Object 	<p>To improve use of subject related language and appropriate application of the below keywords and to share a range of new descriptions and their own keywords with the class:</p> <ul style="list-style-type: none"> - Sound - Pitched 	<p>To explore use of subject related language using broad and appropriate application for the most of the below keywords and regularly sharing own additional language</p> <ul style="list-style-type: none"> - unpitched - Environment
Curricular Links	SMSC/PSHCE- personal and social development linked to own environment and developing understanding of how we		

	<p>can creatively interact with what is around us and each other.</p>
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Spiral Learning

Literacy- Keyword exercises, word games, word frames, vocabulary quizzes.

Numeracy is encouraged through counts of drumming beats, clapping, tapping, striking

Geography-Awareness of own environment

Dance- use of timings, responding to beats

Talking points

Talk about composers who use the environment to create sound. Awareness of street performers and musicians that use found objects/junk bands.

Implementation

Core Focus

- Creating sound
- Experimenting with new materials to make sound
- Exploring confidence to be experimental

Impact

Be able to create a contemporary performance using non-traditional musical instruments and showcase them in a show in school. Perform to others in and outside of school. Look for performance or music engagement opportunities in the community.