

Music Department

Year: 10

Topic: Composition – Spring Term

Learning Journey

Prior learning:

Students have been introduced to the program Sibelius and have completed an arranging task where they had to arrange Eleanor Rigby for String Quartet. Students have learnt about the different ranges of instruments and different clefs. Students are familiar with chords, melody and harmony in a composing context and have briefly discussed key signatures and scales but their knowledge is not yet secure.

Learning sequence – Cubase Composition							Endpoint
Main learning steps	<u>Understanding key signatures:</u> Explain key signatures and scales. Students will then choose one key signature and scale, up to 5 #s or bs, that they will compose in. They will learn how to build triads on each note of the scale and will choose chords	<u>Composing rhythm:</u> Students will re-cap rhythmic notation and will use this information to compose a 4 bar rhythmic phrase. They will then extend this rhythm by adding a second 4 bar rhythmic phrase that contrasts with the first. Students will go onto vary this	<u>Key notes and passing notes:</u> Students use the rhythms that they created last lesson as a basis for their melody. They assign each note a pitch using key notes from the chord and passing notes from the scale. Students will input these to Cubase.	<u>Drum patterns:</u> Students will then learn how to record drum patterns into Cubase and will be encouraged to compose a drum pattern for Section A of their composition.	<u>Modulation:</u> Explain modulation focusing specifically on the dominant, sub-dominant and relative minor/major keys. Students will choose one of these keys to modulate to in their composition. They will then	<u>Developing section B:</u> Students will then repeat steps 2-4 in their new key signatures to complete their compositions. They will also have the opportunity to develop their work by adding a variety of accompaniment styles –	Students will have created a composition with at least 2 contrasting sections (A and B). They will have chosen chords from a specific key signature, varied accompaniment styles, added a melody using key notes and passing notes, Composed drum rhythms to accompany their work.

	1,4,5 and 6 to create a chord progressions for their composition. They will learn how to input this chord progression into Cubase.	rhythm using augmentation, diminution, note addition, note subtraction and other rhythmic devices.			choose triads in their new key signature and develop a chord progression based on primary chords and the submediant chord.	rhythmic chords, broken chords, arpeggios, block chords, octaves, open fifths and Alberti bass will all be explained and modelled.	
Assessment							This composition will be marked using a simplified version of the GCSE Composition mark scheme. Students will receive a numerical grade as well as improvement prompts for their next piece of work.

Where will we use these ideas again:

In Summer term, students will start to work on their first GCSE composition. This will be completed in October of Y11. This is coursework that will contribute to their final exam grade. Students will be using all of the skills learnt in this unit to complete their coursework. They will need to have an excellent understanding of key signatures, triads, key notes and passing notes, rhythm, modulation, and structure to compose effectively. Students will also draw upon this knowledge in their Understanding Music Paper as they will be analysing these elements in their study pieces and also describing these elements in their listening exam.