



GRADE 10 – UNIT PLAN

Semester 1 – Protest Music: Talking 'bout that revolution

Teach on days 1, 2, 3 & 6 (50 minute classes) **21 STUDENTS IN CLASS**

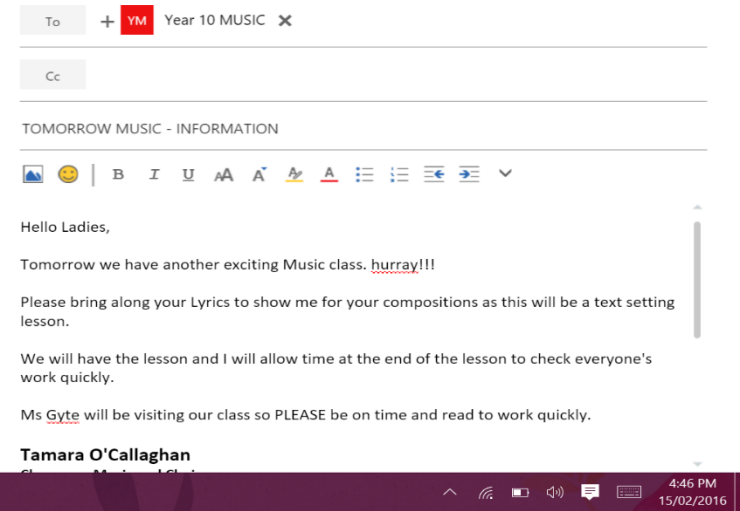
Semester 1

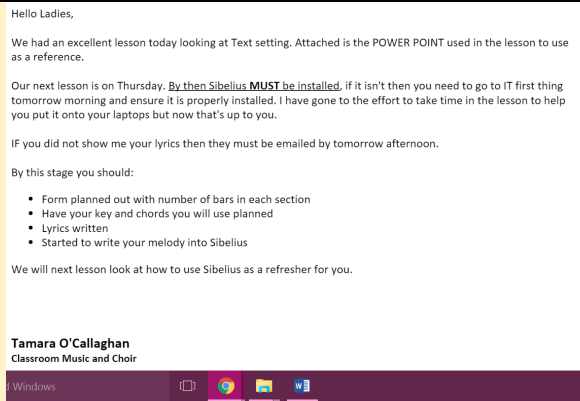
Week	Lesson #	Date	Goal	Task	Notes
1 <i>Introduction to unit PROTEST MUSIC</i>	1	28/1 Thus	<p>Introduce students to unit</p> <p>Discuss unit assessment briefly</p> <p>Outline importance of musical elements</p> <p>Test theory to see where they are as a class</p> <p>To understand how songs from different times have promoted human rights.</p>	<ul style="list-style-type: none"> Get to know you session using Google Docs link: https://docs.google.com/spreadsheets/d/1KQToRp5kBVlI3HSJPQDOHspU75A4ckBSS2wcnBJiuAk/edit?usp=sharing Or if they don't have laptops give out a printed version. ACTIVITY/DISCUSSION: Ask the girls to spend 5 minutes writing down 3 things that could be protested and discuss answers. Tell them that writing down these ideas will help them for composition ideas. Hand out musical elements sheet – go through the different elements and how the sheet will really help with their upcoming assessment. Briefly discuss each element (this will be in more detail during the year) Hand out short theory test and collect at end of lesson – used to see what understanding the students have on theory. 	<p>First day of school</p> <p>PRINT AND BRING</p> <ul style="list-style-type: none"> Get to know you worksheet Introduction Theory worksheet musical element sheet

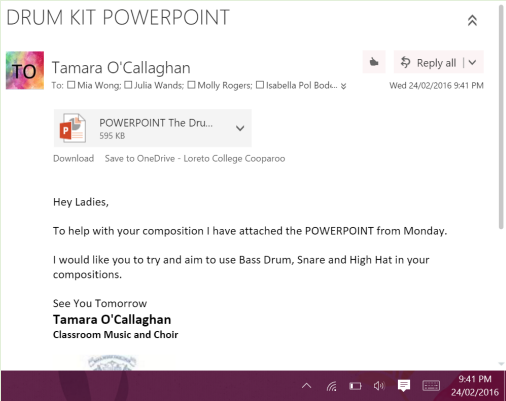
	2	29/1 Fri	<p>To develop understanding of the genre of protest music and persuade the class of its importance.</p> <p>Understand element of DURATION</p> <p>Revision of simple rhythms + time signatures + dotted notes.</p>	<ul style="list-style-type: none"> Go over hand staff with the girls, both treble and bass. Discuss what instruments would use either. Get the girls pull out their musical element sheet focus on duration. Brainstorm what words would fit under the DURATION explain they can use words and symbols. Draw a rhythm tree and get students to copy and quickly revise simple rhythms, values and names. Discuss how to read a time signature and what it means. Get students to copy notes this in their workbook. If they are struggling can refer to this lesson link: http://www.musictheory.net/lessons/12 ACTIVITY PROTEST PLAY: Protest play. Hand out 2 scripts to the students to share and delegate roles that are listed. Have the students work quickly to get through the play and the PowerPoint to give them a good introduction to the new topic. Class prac: explain during term they will listen and learn a couple of protest songs to inspire their compositions. 	<p>MUSIC CAMP – May be less students.</p> <p>WILL NEED ACCESS TO POWERPOINT and SCRIPT (3 printed) in folder: "Protest Script activity Introduction to unit" in resources</p>
2	3	1/2	<p>ASSESSMENT #1 Composition TASK SHEET HANDED OUT</p> <p>Revise simple rhythms and introduce syncopation, ties and dotted notes.</p> <p>Understand element of STRUCTURE</p>	<ul style="list-style-type: none"> Hand out assessment # 1 and discuss. Discuss last week's focus of week how we revised duration. Explain the use of syncopation, dotted notes and ties. Perform sight reading: https://i.ytimg.com/vi/IUZ3gyihL74/maxresdefault.jpg Ask students to pull out MUSICAL ELEMENTS and discuss the answers that you had written for DURATION. This lesson musical element is STRUCTURE – talk about that this is where you should start with your assessment. HEAL THE WORLD Some information on the song: http://www.songfacts.com/detail.php?id=16061 WATCH: https://www.youtube.com/watch?v=BWf-eARnf6U Have the students sing along and follow the score of HEAL THE WORLD. Practice score reading by following the score together, locating different musical symbols. 	<p>ASSESSMENT #1 Composition TASK SHEET x 21 (NOT PREPARED YET)</p>

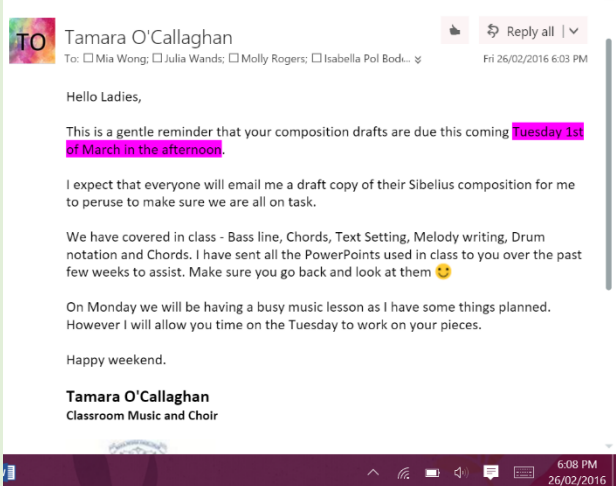
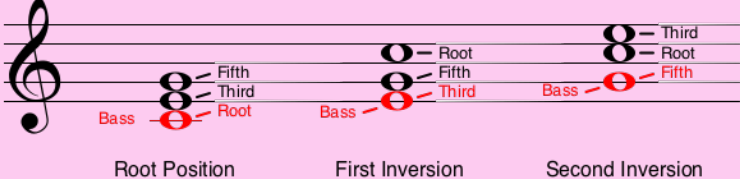
	4	4/2	Composition plan	<ul style="list-style-type: none"> Today the girls were given the COMPOSITION HELPER and we all completed and worked through it together. I was happy to see all students had filled out every section. This is a good start. 	<p>INAUGRAL MASS – May cause disruptions</p> <p>COMPOSITION HELPER x 21 (prepared)</p>
3	5	8/2	Sibelius Intervals and Chords	<ul style="list-style-type: none"> To begin looking at Chords – intervals in particular 3rds need to be revised. Hand out MY INTERVAL CHART and complete the chart as a class. Do a short test to test students aural skills of intervals. Get students to practice their interval recognition using this link: http://www.musictheory.net/exercises/interval/bg1yryyh98ybnyyny Explain we must need this as Chords are made up of intervals – in particular 3rds If there is any time begin using the chord PowerPoint. POWERPOINT: CHORDS - the building blocks of music 	<p>MY INTERVAL CHART PRINTED PIANO</p> <p>POWERPOINT: CHORDS - the building blocks of music PART 1</p>
	6	9/2	CHORDS	<ul style="list-style-type: none"> Install Sibelius Revise what was learnt about Intervals yesterday Do a short test to test students aural skills of intervals. Revise what was learnt on POWERPOINT: CHORDS - the building blocks of music PART 1 Complete looking at the POWERPOINT: CHORDS - the building blocks of music PART 2. Get up the SCORE of COUNT ON ME and ask them to look at the score. Notice where the chord symbols are place? Look at the piano part. Are the notes used in the piano part from the chord symbol above? 	<p>POWERPOINT: CHORDS - the building blocks of music PART 2</p>

7	10/2	CHORD progressions		<ul style="list-style-type: none"> • Check all SIBELIUS files have been installed. • Hand out Composition chord and scale helper and using the 'POWERPOINT Composition chord and scale helper EXPLAINED' go through exercise so all girls have their chords with their notes for their compositions. • CHORD PROGRESSIONS – what order do I put my chords into??? Do a class 4 bar harmony composition. • Email to the girls http://www.guitarworld.com/acoustic-nation-write-stuff-chord-progressions-get-you-started - good reading for kids • HOMEWORK: <i>Next lesson the girls MUST show me some lyrics as it will be the focus of our lesson (I will make them on the role). Also each student shows me their chord plan from the handout COMPOSITION CHORD AND SCALE HELPER</i> 	Composition chord and scale helper (PRINTED)

4	8	16/2	<p>MELODY/PHRASING/TEXT SETTING/</p> <p>Understand element of MELODY</p>	 <ul style="list-style-type: none"> • CHECK THAT EVERYONE HAS SIBELIUS INSTALLED • Hand out TEXT SETTING EXERCISE WORKSHEET • Go through first 4 slides of 'Text Setting PowerPoint'. Complete exercise (a) • Exercise (b) ask to complete using the theme they are using for their compositions. • Ask students to pull out their ELEMENTS OF MUSIC table and quickly discuss the element of MELODY. • Give time to: Have the girls start to notate rhythm to their lyrics and to work on their compositions. • <u>CHECK HOMEWORK</u>: The girls MUST show me some lyrics this lesson (I will make them on the role). Discuss lyrics that are written and tell girls they will have time at the end of class to go through the lesson. • <u>HOMEWORK</u>: Handout Also the chord plan from the handout COMPOSITION CHORD AND SCALE HELPER. Ask the girls for homework to copy what we did last lesson into this and show me next lesson (they have 2 days) 	<p>TEXT SETTING EXERCISE WORKSHEET PRINTED</p> <p>Also HANDOUT Composition chord and scale helper (PRINTED) (last week forgot laptop) have the girls copy their work from last lesson into this.</p>
---	---	------	--	--	--

				<p>Hello Ladies,</p> <p>We had an excellent lesson today looking at Text setting. Attached is the POWER POINT used in the lesson to use as a reference.</p> <p>Our next lesson is on Thursday. <u>By then Sibelius MUST be installed</u>, if it isn't then you need to go to IT first thing tomorrow morning and ensure it is properly installed. I have gone to the effort to take time in the lesson to help you put it onto your laptops but now that's up to you.</p> <p>If you did not show me your lyrics then they must be emailed by tomorrow afternoon.</p> <p>By this stage you should:</p> <ul style="list-style-type: none"> • Form planned out with number of bars in each section • Have your key and chords you will use planned • Lyrics written • Started to write your melody into Sibelius <p>We will next lesson look at how to use Sibelius as a refresher for you.</p> <p>Tamara O'Callaghan Classroom Music and Choir</p> 	
9	18/2	How to use Sibelius BASS LINE	<ul style="list-style-type: none"> • CHECK HOMEWORK: Check completed COMPOSITION CHORD AND SCALE HELPER. • Give a demonstration to the girls on how to use Sibelius and add bars, how to add instruments, notes and chords (if they wish to do this) • Go over using Handstaff the Bass Clef note names. • Hand out the worksheet BASS CLEF ACTIVITY give time for students to complete and hand back. • Work through POWERPOINT: WRITING FOR BASS CLEF in resources. • OWN STUDY: Students are given time to work on their bass clef element of their composition and just general composition work. • HOMEWORK: work on compositions. • EMAIL STUDENTS: POWERPOINT: WRITING FOR BASS CLEF 	BASS CLEF ACTIVITY (PRINTED)	
10	19/2	BASS LINE	<ul style="list-style-type: none"> • Revise POWERPOINT: WRITING FOR BASS CLEF • Students are given time to work on their Bass Cleff and other elements of their composition – TEXT, MELODY, CHORD HARMONY, STRUCTURE, BASS LINE, PUT IN SIBELIUS • Go around asking students to show me their compositions – check they can use Sibelius – mark everyone off as you go. 		
5	11	22/2	DRUM KIT	<ul style="list-style-type: none"> • Hand out Drum Kit Parts Worksheet • Go through POWERPOINT: The Drum kit allowing students to complete handout during. Do the rhythmic exercises in the PowerPoint as a class. 	Welcome day for parents

				<ul style="list-style-type: none"> Go around asking students to show me their compositions – check they can use Sibelius – mark everyone off as you go.  <ul style="list-style-type: none"> EMAIL STUDENTS: POWERPOINT: THE DRUM KIT 	<p>Drum Kit Parts Worksheet (PRINTED)</p>
12	25/2	DRUM KIT Triad Chord revision		<ul style="list-style-type: none"> Do a drum exercise as a class splitting into 3 parts (High hat, snare, bass drum) to REVISE DRUM KIT notation: http://johnhinchey.com/wp-content/uploads/2010/08/1-Fully-V2.jpg For laughs: https://www.youtube.com/watch?v=Ir-Cr999fy0 THIS IS ROCK AND ROLL Revise Chord lesson: http://www.musictheory.net/lessons/40 10 minutes to revise. USE GIVEN PIANOS. Students complete the 10 questions. http://www.musictheory.net/exercises/chord/brwryxybnyyn Students show me the screen shot of their score. They are ticked off when done off tally. Go around asking students to show me their compositions – check they can use Sibelius – mark everyone off as you go. 	

				<ul style="list-style-type: none"> Ask students who are having trouble to give me their names and I can touch base with them. 	
6	13	29/2	<p>Revise Chord progressions.</p> <p>Understand chord inversions both Major and minor chords</p> <p>Analyse a Protest song – BORN IN THE USA</p>	<ul style="list-style-type: none"> To show that songs can be simple yet effective watch Axis of Awesome: https://www.youtube.com/watch?v=Co9mW_9hH2g Email girls both CHORD LEADING CHART and Common Keys and Chord Progressions Discuss these resources and how they are helpful. Explain Chord inversions – can use POWERPOINT CHORD INVERSIONS  <ul style="list-style-type: none"> Worksheet Chord Inversions give 20 minutes to complete. Students should use printed Pianos. Read out some notes on the Vietnam war from this link: http://constitutioncenter.org/media/files/BornintheUSA_final.pdf Read this facts out to the students: <ul style="list-style-type: none"> Springsteen wrote this about the problems Vietnam veterans encountered when they returned to America. Vietnam was the first war 	<p>Worksheet Chord Inversions (SENT TO PRINTER)</p> <p>Email: CHORD LEADING CHART and Common Keys and Chord Progressions - EMAILED</p>

				<p>the US didn't win, and while veterans of other wars received a hero's welcome, those who fought in Vietnam were mostly ignored when they returned to the states.</p> <ul style="list-style-type: none"> ○ This is one of the most misinterpreted songs ever. Most people thought it was a patriotic song about American pride, when it actually cast a shameful eye on how America treated its Vietnam veterans. ○ Springsteen allowed notorious rap group The 2 Live Crew to sample this for their song "Banned In The U.S.A." in 1990, after the group was arrested for performing songs with obscene lyrics. Bruce felt they had a constitutional right to say whatever they wanted in their songs. ○ This was recorded live in the studio in three takes. Born In The U.S.A. was the first CD manufactured in the United States for commercial release <ul style="list-style-type: none"> ● Play the song BRUCE SPRINGSTEIN Born in the USA: https://www.youtube.com/watch?v=EPhWR4d3FJQ ● Have the students get up the lyrics and pull up their musical elements sheet to assist. Have a group discussion about the song. ● Remind students that their COMPOSITION drafts are due tomorrow afternoon. 	
14	1/3	<p>Bass Clef reading revision</p> <p>Composition assessment work</p>	<ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=ipb7ShGy9U4 – for laughs for composition ● Allow time to work on composition. Go around asking students to show me their compositions – take notes as you go. ● Have students send DRAFT COPIES OF ASSESSMENT 		
15	2/3	<p>ASSESSMENT #1 – Individual Composition Task DRAFT DUE</p> <p>Chord Inversion revision</p> <p>Protest music investigation – DIXIE CHICKS</p>	<ul style="list-style-type: none"> ● Hand out BASS ACCIDENTAL WORKSHEET and give 10 minutes to complete. Collect handouts. ● Tell girls DRAFT COPIES OF ASSESSMENT were due yesterday if haven't sent yet. Record any late entries. ● GAME: Revise Chord inversions by handing a CHORD INVERSION FLASH CARD print out to each student. 5 chords will be shown on the board one at a time. When you say GO students present their chosen answer/card to the class. They mark themselves. After 5 chords will be aurally played and they have to present answers to the class as well to what they think the inversion is. The girls get a mark out of 10 and mark themselves. 	<p>Chord Inversion Flash Card Game PRINTED</p> <p>Bass accidental worksheet (PRINTED)</p>	

				<ul style="list-style-type: none"> • INVERSTIGATION: NOT READY TO MAKE NICE by the DIXIE CHICKS https://prezi.com/qpefexg7d-s_/not-ready-to-make-nice/ • Afterwards put up on the overheard the prepared questions NOT READY TO MAKE NICE questions for class overheard • Link Just to song: https://www.youtube.com/watch?v=pojL_35QISl <p>ALL HANDED DRAFTS HAVE BEEN MARKED AND RETURNED VIA EMAIL – 4/3</p>	
7	16	7/3	Protest music investigation – BLOWIN’ IN THE WIND Composition assessment work	<ul style="list-style-type: none"> • REMINDE THE GIRLS THAT THERE ASSESSMENT IS DUE A WEEK FROM TODAY. • Revise how to write a melody – discuss leaps and jumps, how it works with the harmony, breathing, motion descending and ascending. If possible touch on dynamics with the melody. • Play BLOWIN’ IN THE WIND for students and ask them to consider the melody. Ask them to describe the shape of the melody, note choices, movement etc. Do they like the melody, would they change it? Does it work well with the harmony? • Allow time to work on composition. Go around asking students to show me their compositions – take notes as you go. 	
	17	9/3	Understand further function of melody Protest music investigation – BLOWIN’ IN THE WIND	<ul style="list-style-type: none"> • Revise what we learnt about melody last lesson. Melodies are shaped by rhythms, pitches, overall shape and pace. Strong melodies often move in step with occasional leaps. • Put up Good and Bad examples of melody onto the overhead and discuss as class. • Put up Adding a Melody Practice activity onto the overhead and discuss as class. • BLOWIN’ IN THE WIND Last lesson I played this song to the girls and we discussed the melody – its shape, how it fits with the harmony etc. As a class we look through the PREZI: https://prezi.com/hppdiydjpbp/blowin-in-the-wind/ to provide understanding of the context of the song and why it was written. • Hand out BLOWIN IN THE WIND EXERCISE discuss answers after 20 minutes. 	<p>SCHOOL MUSICAL Good and Bad examples of melody (OVERHEAD)</p> <p>Adding a Melody Practice activity (OVERHEAD)</p> <p>BLOWIN IN THE WIND EXERCISE (Prepared)</p> <p>Blowin in the Wind PURCHASED AND PRINTED</p>

18	10/3	<p>Understand element of TONALITY HARMONY and MELODY</p> <p>Revise TRIAD CHORDS</p> <p>Look at 7th chords</p>	<ul style="list-style-type: none"> • ELEMENTS OF MUSIC. Ask students to pull out ELEMENTS OF MUSIC Sheet and discuss TONALITY, MELDOY AND HARMONY. • Students are to use their printed key boards. • TRIAD REVISION: 8 chord questions. Draw 4 triads on the board can be minor, major, diminished or augmented. • Discuss to class 7th chords: A 7th chord is simply a basic chord (3 notes) with the 7th degree of the root added in (4 notes). Do not confuse the 7th degree of the chord with the 7th degree of the scale. Here is an example... Not all 7ths are created equal some are major and some are minor. If you have a C Major chord that you want to add a 7th to you actually have two choices to pick from; you can add either the Major 7th or the Minor 7th. If this sounds confusing then let me explain. • PULL OUT INTERVAL CHARTS FROM PREVIOUS LESSON – do you see we have 2 different 7th intervals to choose from?? • Read the criteria as a class. • <u>Remind students that they are to hand in a printed copy on Monday 14th WITH their criteria sheet. REMIND IN AN EMAIL</u> Get students to look at their criteria sheet. <p>Allow time to work on composition. Go around asking students to show me their compositions – take notes as you go.</p>	<p>SCHOOL MUSICAL</p> <p>INTERVAL CHARTS (FROM PREVIOUS LESSON)</p>
19	11/3	<p>Composition assesment work</p>	<ul style="list-style-type: none"> • Finishing touches on your composition – title, composer, expressive devices, any extra notes printed to accompany as a short summary to why you have chosen this topic and how your composition helps portrays your feelings and opinions on the subject. • Students are told to hand in a printed copy on Monday. REMIND IN AN EMAIL • <u>“Hello students, This is a reminder that your composition task is due on Monday 14th of March, please email your composition Sibelius file to me. In addition please hand in a printed copy of your composition to me on this date attached to your named criteria sheet. You may attach any draft work to this such as the original composition planner you wrote and the composition scale helper. My desk is in the music staff room (Mary Ward Centre) and if I am not there please leave it on my desk. Thank you kindly.”</u> 	<p>SCHOOL MUSICAL</p>

				<ul style="list-style-type: none"> Allow time to work on composition. Go around asking students to show me their compositions – take notes as you go. 	
ASSESSMENT #1 – Individual Composition Task – due Monday 14th of March					
8 ASSESSMENT #1 Composition YEAR 10 EXAM BLOCK	20	16/3	<p>Understand element of TEXTURE and TIMBRE</p> <p>7th revision Chord Inversion revision</p> <p>Protest song investigation – GREEN DAY HOLIDAY</p>	<ul style="list-style-type: none"> Ask students to pull out ELEMENTS OF MUSIC Sheet and discuss TEXTURE AND TIMBRE GAME: Revise Chord inversions by handing a CHORD INVERSION FLASH CARD print out to each student. 5 chords will be shown on the board one at a time. When you say GO students present their chosen answer/card to the class. They mark themselves. After 5 chords will be aurally played and they have to present answers to the class as well to what they think the inversion is. The girls get a mark out of 10 and mark themselves. Handout 7th Worksheet and allow time to complete. <u>COLLECT AND MARK.</u> Students who finish can continue to work on their compositions. EMMA suggested that we look at the GREEN DAY SONG HOLIDAY. Before playing look through as a class these song facts to give context. http://www.songfacts.com/detail.php?id=4318 Briefly look at the lyrics: http://genius.com/Green-day-holiday-lyrics Listen to the song: https://www.youtube.com/watch?v=9iJayMaUGrk 	<p>7th Worksheet (PRINTED)</p> <p>MAY BE ROOM CHANGES DUE TO SENIOR EXAMS</p>
		18/3		NO LESSON DUE TO MATHS EXAM	
9 YEAR 10 EXAM BLOCK	21	21/3	Protest music investigation	<ul style="list-style-type: none"> ACTIVITY: The girls are split into 5 groups and 5 protest songs are put in a hat. The girls are to pull out a title and prepare a short presentation with a matching POWERPOINT with information about the song. The presentation must include information about the the Era 80s, 90s etc, and the reasoning behind the songs composition, the lyrics, instrumentation and how it was received by the public. Allow 25 minutes for each group to make their presentation. SONGS: “Sunday Bloody Sunday” – U2, “99 Luftballoons” – Nena, “What’s Going On” – Marvin Gaye, “Respect” – Aretha Franklin, “Paper Planes” – M.I.A 	MAY BE ROOM CHANGES DUE TO SENIOR EXAMS
	22	22/2	Listen to a Protest song – COLOURS OF THE WIND	<ul style="list-style-type: none"> <i>MAY HAVE SOME STUDENTS IN A GERMAN EXAM</i> FLASH CARD RHYTHM COMPLEX Listen to COLOURS OF THE WIND. Quickly discuss how it is an effective protest song: https://www.youtube.com/watch?v=pk33dTVHreQ CLASS ANALYSIS: Play the song https://www.youtube.com/watch?v=iMnLHmTXjgU. Have the students get 	FLASH CARD RHYTHM COMPLEX

				up the lyrics and pull up their musical elements sheet to assist. Have a group discussion about the song.	
--	--	--	--	---	--

Semester 2					
Week	Lesson #	Date	Goal	Task	Notes
1	1	12/4	Hand out task sheet Plan recording Set investigation task for unit	<ul style="list-style-type: none"> Hand out criteria sheet for ASSESSMENT #2 - Small ensemble PERFORMANCE task – slowly read through and answer any questions Allow time for students to decide on groups and instruments and hand out songs. (3 or 4 groups – depending on instruments etc) (let students know they will only have class time given in 5 lessons for preparation – anything else has to be in their own time) ACTIVITY: The girls are split into 5 groups and 5 protest songs are put in a hat. The girls are to pull out a title and prepare a short presentation with a matching POWERPOINT with information about the song. The presentation must include information about the the Era 80s, 90s etc, and the reasoning behind the songs composition, the lyrics, instrumentation and how it was received by the public. Allow 25 minutes for each group to make their presentation. SONGS: “Sunday Bloody Sunday” – U2, “99 Luftballons” – Nena, “What’s Going On” – Marvin Gaye, “Respect” – Aretha Franklin, “Paper Planes” – M.I.A Tell the girls their presentation of these are due next lesson 	criteria sheet for ASSESSMENT #2 - Small ensemble PERFORMANCE task
	2	14/4	PERFORMANCE TASK preparation Class prac	<ul style="list-style-type: none"> Write down everyone’s instruments on board 3 groups – with a band representative Today Time given for preparation of recording PERFORMANCE TASK REMIND: Powerpoint presentations next lesson from last lesson 	

	3	15/4	Investigation Key signatures Chords Key signatures	<ul style="list-style-type: none"> Girls pull out PRINTED KEYBOARD (previously given) Start with little tests on semi tones and tones Major minor 3rds write on board – revise. 5 minutes to prepare PowerPoint Finish lesson Power point presentations are due this lesson – make sure this doesn't go over time 	COLORS OF THE WIND SCORE (EMAILED) PRINTED KEYBOARD (previously given)
2	3	18/4	Revisions T and S Intervals Revision 8 musical elements Prac	<ul style="list-style-type: none"> Show the girls LADY GAGA's performance at the Oscars to protest sexual assault. Discuss musical elements as a class. The class splits into 8 groups (2-3s) and are asked to create an A4 poster about a musical element given to them. (Melody, Harmony, Duration, Expressive devices, Structure, Tonality, Timbre & Texture). They are to research and give a definition, examples etc onto their Poster. These are emailed to miss O'Callaghan to print and laminate ☺ The poster must have the information about. (20 minutes) Hand out BAND LOG BOOK to attach to criteria The rest of the lesson Time given for preparation of recording PERFORMANCE TASK 	LOG BOOK (Printed and emailed)
	4	21/4	Musical element revision PERFORMANCE TASK preparation	<ul style="list-style-type: none"> SCORE READING EXERCISE - TITANIUM (20 minutes) – Girls are to have this completed before next lesson to be marked as a class. The rest of the lesson Time given for preparation PERFORMANCE TASK recording – girls must not forget to complete a band log for this rehearsal. They may use the other rooms if available. 	SCORE READING EXERCISE - TITANIUM (PRINTED AND READY) AWAY ON YEAR 7 CAMP
3	5	27/4	Scales Compare and contrast activity	<ul style="list-style-type: none"> Girls pull out PRINTED KEYBOARD (previously given) Start with little tests on semi tones and tones Major minor 3rds write on board – revise. Ask students to pull out old sheet INTERVALs and quiz them. Revise 8 musical elements briefly COLOURS OF THE WIND – ELEMENTS PRACTICE ESSAY WORKSHEET 	PRINTED KEYBOARD (previously given) COLOURS OF THE WIND – ELEMENTS PRACTICE ESSAY WORKSHEET
	6	28/4	Performance preparation	<ul style="list-style-type: none"> Time given for preparation PERFORMANCE TASK recording – girls must not forget to complete a band log for this rehearsal. They may use the other rooms if available. 	

4	7	4/5	Intervals Scales Elements Score reading	<ul style="list-style-type: none"> Scale revision – T-T-S-T-T-S pattern - as a class draw D major and Bb Major on board. Time given for preparation PERFORMANCE TASK recording – girls must not forget to complete a band log for this rehearsal. They may use the other rooms if available. 	Compare and contrast activity (please prepare)
5	8	9/5	Aural Music analysis (analysis of elements)	<ul style="list-style-type: none"> As a class revise the musical elements and analyze on board the song 'YOU DON'T OWN ME' aurally. 	
	9	10/5	Scale revision PERFORMANCE TASK	<ul style="list-style-type: none"> Scale revision – T-T-S-T-T-S pattern - as a class draw D major and Bb Major on board. Time given for preparation PERFORMANCE TASK recording – girls must not forget to complete a band log for this rehearsal. They may use the other rooms if available. 	
	10	11/5	Key Signatures	<ul style="list-style-type: none"> Circle of fifth Sharp and flat key signatures Rules for these 	Circle of fifths handed out (PLEASE PRINT)
6	11	16/5	PERFORMANCE TASK preparation	<ul style="list-style-type: none"> Revise key signature rules for flats and sharps Ask students to create a 'cheat sheet' of rules in the back of their books Time given for preparation PERFORMANCE TASK recording – girls must not forget to complete a band log for this rehearsal. They may use the other rooms if available. 	
	12	18/5	MUSIC THEORY Key signatures Scales Inversions	<ul style="list-style-type: none"> Students to pull out PRINTED PIANO Major scales Revise key signature rules for flats and sharps – refer to key signature handout KEY SIGNATURE HANDOUT (printed) Complete CIRCLE OF FIFTHS Musical inversions – STUDENTS PULL OUT PREVIOUS HANDOUT INTERVAL SHEET 	KEY SIGNATURE HANDOUT (printed)
	13	19/5	PERFORMANCE TASK preparation	<ul style="list-style-type: none"> Time given for preparation of recording PERFORMANCE TASK – girls must not forget to complete a band log for this rehearsal. They may use the other rooms if available 	
	14	20/5	MUSIC THEORY Key signatures Triad chords	<p>Musical element Voting game for EARTH SONG by Michael Jackson:</p> <ul style="list-style-type: none"> The 8 musical elements are written on the board. Students are given 8 pieces of paper one for each element. 	8 bowls or boxes

			<p>Inversions Musical elements</p> <ul style="list-style-type: none"> • 8 bowls are put around the room labeled for each element. • They are to find a place on the floor by themselves and are asked to listen to the song without writing. • The song is played again and they are to write one thing about each element of the song anonymously. • Students must put something about each element into each bowl. • At the end each bowl is read out and any ones that weren't write for the element are put into the right bowl. • Students to pull out PRINTED PIANO • Revise key signature rules for flats and sharps 	20 x 8 little pieces of paper (PLEASE ORGANISE)
7		25/5	NO LESSONS YEAR 10 RETREAT	
	15	27/5	<p>MUSIC THEORY Key signatures Triad chords Inversions Musical elements</p> <ul style="list-style-type: none"> • Students to pull out PRINTED PIANO • Major scales • FLAT KEY SIGNATURES – look at the rule page we did the other day quickly • rule get students to speak me through process • Look back and complete - Circle of Fifths • STUDENTS DO QUIZ: http://www.musictheory.net/exercises/keysig/d999yyyyny I record their score. • Revise rule. Get students to write down the steps without calling out • Triad chord revision – major and minor augmented and diminished • http://www.musictheory.net/exercises/chord/brwryxybnyyny • Revise key signature rules for flats and sharps • Musical inversions 	
8	16	30/5	PERFORMANCE TASK preparation	<ul style="list-style-type: none"> • Time given for preparation of recording PERFORMANCE TASK – girls must not forget to complete a band log for this rehearsal. They may use the other rooms if available • <u>Quick rehearsal and then the bands perform to each other and then get feedback from peers.</u>
	17	31/5	MUSIC THEORY Key signatures	<ul style="list-style-type: none"> • MICHAEL JACKSON HEAL THE WORLD ACTIVITY – kids get score • 8 pages are handed out and the kids in teams write

			Triad chords Inversions Musical elements	<ul style="list-style-type: none"> • Students to pull out PRINTED PIANO • Intervals – can hand out extra interval charts • PRACTICE: www.musictheory.net/exercises/interval/brwyrvyh98ybnvydy • Triad chord revision – major, minor, augmented and diminished • Inversions • www.musictheory.net/exercises/chord/brwryxybbnyvny 	
	18	3/6	PERFORMANCE TASK preparation	<ul style="list-style-type: none"> • Time given for preparation of recording PERFORMANCE TASK – girls must not forget to complete a band log for this rehearsal. They may use the other rooms if available • GIRLS ARE TO HAND ME THEIR CRITERIA SHEETS AND PROGRAM LOGS 	
9		7/6		RECORDING	
	19	8/6	REVISION FOR UPCOMING EXAM	<ul style="list-style-type: none"> • Practice musical analysis – EARTH SONG • Students to pull out PRINTED PIANO • Revise key signature rules for flats and sharps • Triad chord revision – major and minor and inversions • Musical inversions • Major scales • Musical elements • Find a space on the floor separate from everyone else. – students write out the 8 musical elements and name EARTH SONG 	
		8/6		RECORDING	
10 YEAR 10 EXAM BLOCK		16/6		ASSESSMENT #3 – MUSICOLOGY ANALYSIS EXAM	ASSESSMENT #3 – MUSICOLOGY ANALYSIS EXAM
11	20	20/6		<ul style="list-style-type: none"> • CREATE A BAND CD SINGLE COVER • ANSWER GARDEN - What makes a successful protest song? https://answergarden.ch/284552 	

	21	21/6	Complete PROTEST SCRIPT	<ul style="list-style-type: none">• CUT AND PREPARE ALBUMS• FINISH ACTIVITY PROTEST PLAY: Protest play. Hand out 2 scripts to the students to share and delegate roles that are listed. Have the students work quickly to get through the play and the PowerPoint to give them a good introduction to the new topic.	WILL NEED ACCESS TO POWERPOINT and SCRIPT (3 printed) in folder: "Protest Script activity Introduction to unit" in resources
--	----	------	----------------------------	---	--