

Transition Hub : long term planning

In the Transition Hub, the long-term plan is a combination of planned topics but also a skills acquisition plan linked and reflecting the skills listed in the Pupil Asset multi-skills assessment criteria. Due to the nature of our hub and cohort provision, as we sometimes have classes with a combination of year groups, so it could be that different classes will be covering the same topic at the same time so that all students get the breadth of curriculum regardless of their tutor group. For example if the topic is 'Space' music, traditional a year 7 project, different students will be accessing and exploring the topic in ways appropriate to their age and ability. The projects are chosen as appropriate and motivating for each group, and in each the main areas of the music experience are found – Performing, Listening and Appraising and Composing. The plan represents the progress and development of skills within the Rowhill Cohort. The skills learned in music are explored and consolidated through a rolling programme, developing a large bank of knowledge and understanding, accumulating skills and ideas throughout a range of projects. Topics last for a 6-8 week term or occasionally 12 weeks. There is the opportunity for music technology and working in the studio especially for those working on a personal challenge.

Rowhill Music/Performing Arts Skills map

Group skills	performing	composing	listening
With support	watching others	put limited sounds together	identify familiar sounds
Basic role	supporting role	make choices sound type	describe instruments/main features
With another	within a group/basic skill	using musical ideas	identify & describe key ideas
Main role	small group/ some difficulty	identified style/structure	developing aural memory/playback
Independent	capable/confident solo	creative ideas coherent	identify main features/rehearse
Fully interactive	able to solo/accompany/lead	improvising freely/own song	unfamiliar music can identify features

	1	2	3	4	5	6
<p>T1</p> <p>T2</p> <p>T3</p> <p>Yr 7</p>	<p>BUILDING BRICKS</p> <p>Pulse, pattern, rhythm grids, texture contrasts</p> <p>Baseline assess – perf/composing</p> <p>Morning/evening Storm piece opposites</p> <p>Listening assess</p> <p>Consolidating :</p> <ul style="list-style-type: none"> • Pulse • Pattern • Beat • In time • Layering <p>Adding sound scores</p> <p>Performance –</p> <p>-Group piece With conductor</p>	<p>SOUNDSCAPES</p> <p>Halloween – graphic scores, conducting skills, composition</p> <p>Related Listening</p> <p>? scary music trends?</p> <p>Sound effects piece</p> <p>Sains saens – dance macabre</p> <p>Bach – toccata and fugue in a minor</p> <p>Dies irae (vox – why is this creepy melody in so many movies)</p> <p>Performance Project</p> <p>Christmas school show either direct involvement / supporting</p> <ul style="list-style-type: none"> • Rehearse Focus 	<p>RHYTHM/TIME SIG</p> <p>Exploring and experiencing ‘beats in the bar’</p> <p>Heavy beat 1</p> <p>Revise pulse and how the pulse can be grouped</p> <p>OSTINATO</p> <p>RHYTHM GRIDS</p> <p>Performance</p> <p>Group piece identifying changes of time sig</p> <p>Small group – playing in 2/3 different time sig & changing</p> <p>Known melodies in 3 and 4</p> <p>Composing</p> <p>Two creatures meet</p>	<p>FORM/ STRUCTURE</p> <p>Musical Structures</p> <p>Exploring how music can be organised, classical popular & devising own ways of organising</p> <p>Listening</p> <p>To a variety of styles and genres using letter cards to identify a range of structures already used eg</p> <p>AB</p> <p>ABA</p> <p>ABACA</p> <p>Performing</p> <p>Using known melodies to perform different structures</p>	<p>TEXTURE/LAYERS</p> <p>Space music</p> <p>A short project looking at space as inspiration for composition – classical, TV themes popular songs</p> <p>Orchestral instruments</p> <p>Listening</p> <p>Analyse the way space music has been composed</p> <p>-Holst planets</p> <p>-Muse</p> <p>-David Bowie</p> <p>-2001 space od music choices</p> <p>Performance</p> <p>2001 fanfare</p> <p>Star Wars theme</p>	<p>POP SONG FEATURES</p> <p>Film music</p> <p>Exploration of the role of music in films, perform well known themes create incidental music</p> <p>Perform</p> <p>Individual</p> <p>Group</p> <p>Know melodies</p> <p>Compose</p> <p>Music to video clip</p> <p>Space theme</p> <p>Listening</p> <p>Peer & self- appraisal of recordings</p> <p>Reflect on high quality recordings to video extracts – how does it work?</p> <p>Summer Transition Hub performance</p>

	<p>-create/compose individual score, perform & record</p> <p>Listening Self & peer appraisal related to score produced</p> <p>Assessment project</p>	<p>Cooperation community</p> <ul style="list-style-type: none"> • Group skills Listening Waiting Cues • Acting Read/learn Staging Pace Diction Dramatic interplay • Movement to music • Music tech tracks for show <p>All involved – cohesive school experience</p>	<p>Different numbers of legs</p> <p>Design your monster avatar</p> <p>Create music theme must match physical appearance</p> <p>Sound / how pulse is grouped</p> <p>Your meet another: Conversation ? Disagreement?</p> <p>Rehearse & record</p> <p>Listen back and review in pairs</p>	<p>Performing known songs verse and chorus</p> <p>Composing Using 2/3/4 melodies of their choice – create own structure piece and record</p> <p>Listening Peer & group appraisal</p>	<p>Forbidden planet</p> <p>Composition Space theme to reflect your alien & planet Create images ? animation</p> <p>Rowhill's got Talent Performance event</p>	<p>Performance project</p> <p>As with Christmas show</p> <p>Full costumed</p> <p>Staged</p> <p>Rehearsed</p> <p>Ensemble work</p> <p>Singing-musical</p>
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T4
T5

Year 8

<p>-</p> <p>T4 T5</p> <p>Year 8</p>	<p>OSTINATO -HOOKS</p> <p>Exploring repeating patterns – melodic, also rhythmic Revising pulse/pattern</p> <p>Performance Group - layers Notation – rhythm Chord symbols Explore repetition</p> <p>Known riffs Songs/TV themes Changes tempo, dynamics</p> <p>Listening Identify riffs How do they work?</p> <p>Composition Create thematic riff Based on hero Looking at hero themes, features trends</p> <p>Assessment project</p>	<p>SEASONAL MUSIC SOUNDSCAPES ENSEMBLE LISTENING</p> <p>Halloween – how can music be scary? use of harmony Sounds Atonal/non pulsed graphic scores conducting skills, composition known themes</p> <p>Related Listening ? scary music trends? Identifying features</p> <p>Own composition Planning Rehearsal Perform recording</p> <p>Performance Project Christmas school show either direct involvement / supporting</p>	<p>MUSIC FROM AROUND THE WORLD</p> <p>Exploring brief snapshots of musical styles, instruments, traditions/ cultures Performance project, some aspects of composition</p> <p>African</p> <ul style="list-style-type: none"> •Polyrhythms •Call & response <p>Gamelan Indonesia</p> <ul style="list-style-type: none"> •Layering •Sound quality •Pentatonic scale •Influence <p>South America</p> <ul style="list-style-type: none"> •Samba •Cues •Call & response <p>Syncopation</p> <ul style="list-style-type: none"> •Complex rhythmic layering •Drum band <p>UK regional</p> <ul style="list-style-type: none"> • Ireland 	<p>MUSIC FROM AROUND THE WORLD (cont.)</p> <p>Jamaica</p> <ul style="list-style-type: none"> •Nyahbinghi •Reggae <p>Syncopation Chords Bass line Melody hooks</p> <p>•Bob Marley</p> <p>India</p> <ul style="list-style-type: none"> •Scales – raga & Tala •Rhythm patterns <p>•Instruments & sounds – drone</p> <p>China – intervals, melodic patterning</p> <p>Native music : Australia</p> <ul style="list-style-type: none"> •Digeridoo <p>North America</p> <ul style="list-style-type: none"> •Native drums <p>Mexico - Inca</p> <p>END OF PROJECT Workshop : Horniman Museum</p> <p>MARCH 22ND Ksent performance/</p>	<p>SOUNDTRACKS</p> <p>Exploration of the role of music in films, perform well known themes create incidental music Types : Thrillers Horror Space/fantasy Anime Rom/com</p> <p>Perform Individual Group Known melodies Compose Music to video clip Space theme Mickey mousing techniques</p> <p>Listening / viewing</p> <p>Peer & self-appraisal of recordings</p>	<p>SOUNDTRACKS / TRANSITION HUB PERFORMANCE EVENT</p> <p>Summer Transition Hub performance</p> <p>Performance project As with Christmas show Full costumed Staged Rehearsed Ensemble work Singing-musical</p>
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		(as above)	<p>Instruments</p> <ul style="list-style-type: none"> Triplets – reels Scotland Compound time Drums & pipes Drones & laments • Wales <ul style="list-style-type: none"> Folksong Male voice Clogs • England <ul style="list-style-type: none"> Sea shanties Morris dancing Greensleeves 	<p>composition project 14/2/20 -Professional conductor & string orchestra Sung & instruments Commissioned piece Collaborative Aspirational – aiming high</p> <p>VIAM – WEMBLEY ARENA MARCH 22</p>	<p>Reflect on high quality recordings to video extracts – how does it work?</p> <p>Rowhill's got Talent Performance event</p>	
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T6

Year 9

**BRONZE
ARTS
AWARD**

<p>ENSEMBLE PLAYING</p> <p>Consolidating :</p> <ul style="list-style-type: none"> • Pulse • Pattern • Beat • Intro • Cues • Ostinato <p>Skills – drum kit, keyboard, guitar, bass, percussion</p> <p>GROUP SKILLS</p> <p>Weekly performance challenge – learn piece, rehearse, record</p> <p>Reggae Chasing cars Pachbel’s cannon Blues in C Drum medley Plus 1</p> <p>Listen back Peer & self appraisal LO – did it work How can it be better</p>	<p>FILM MUSIC</p> <p>Seasonal focus – horror</p> <p>Exploration of the role of music in horror films, (also animated/comedy)</p> <p>perform well known themes create incidental music</p> <p>Perform – Known melodies</p> <p>Individual Group</p> <p>Compose Music to video clip</p> <p>Performance Project Christmas school show either direct involvement / supporting (as above)</p>	<p>VIDEO GAME MUSIC</p> <p>Project looking development video game music</p> <p>Role of music</p> <ul style="list-style-type: none"> •Themes •Sound xfs •Decision motifs <p>Musical features</p> <p>Melodic construction Jumping bass line Use of staccato</p> <p>Performance Play a variety of themes</p> <p>Composition Create own character & theme Poss animation</p> <p>End of topic –</p> <p>Present character, theme explain decisions</p>	<p>COVER VERSIONS</p> <p>LQ – why make a cover? What different types are there? How do you make them?</p> <p>Listen to selection Identify changes</p> <p>Tempo, genre, lyrics Bass line, chords, melody, beats, texture</p> <p>Performing -As a group known songs – original then transforming -individual playing tune/ostinato then changing or adding Composing Own cover Students choice Decide changes</p> <p>Listen Self & peer appraisal</p>	<p>HISTORY OF POP MUSIC from 1950ties</p> <p>brief overview of developments Covering : -Genres feat typical musical component focusing on 1 song -Ensemble skills -Historical context -Specific vocab</p> <p>Performing Group – Sample of style Individual – specific techniques</p> <p>Short task – composing in the style of</p> <p>RnB, Rock n roll Soul, Rock Reggae, Country Hip hop, Dance Plus Iconic performers</p>	<p>HISTORY OF POP MUSIC (cont)</p> <p>Study of developments and styles continuing</p> <p>Bronze arts award Complete folders</p> <p>Evidence Review Peer review</p> <p>Summer Transition Hub performance Event</p> <p>Performance project As with Christmas show Full costumed Staged Rehearsed Ensemble work Singing-musical</p> <p>SUPPORTING ROLES LEAD ROLES</p>
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	<p>Bronze Arts Award Personal challenge Choose - PLAN Rehearse Create Record Group skills</p>	<p>Bronze arts award Personal challenge Continue working on focus following plan</p>	<p>Bronze arts award Personal challenge Continue working on focus following plan Write up part A taking part</p>	<p>Bronze arts award Review/research Part c – research inspirational musician, artist, band etc LIVE EVENTS : (Part B) MARCH 22ND Ksent performance project -Professional conductor & string orchestra Sung & instruments Commissioned piece Collaborative Aspirational – aiming high VIAM PERFORMANCE EVENT AT WEMBLEY ARENA MARCH 22</p>	<p>Bronze arts award Review/research Part c – complete research Bronze arts award Leadership task PART D Plan a skill to teach Teach Review Student review Rowhill’s got Talent Performance event</p>	<p>Bronze arts award Complete folders Moderation PART A – taking part PART B - review PART C- research PART D - teach</p>
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