Music Subject Checklist

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| Topic | Subject Learning checklist | School | Home | Seneca |
| DR T SMITH | Features of dynamic and rhythm; basic key terms.  |  |  |  |
| Features of texture and structure; basic key terms.  |  |  |  |
| Features of melody and instrumentation; basic key terms.  |  |  |  |
| Features of tonality and harmony; basic key terms.  |  |  |  |
| J.S Bach Brandenburg Concerto no.5 in D major | To understand the context of the piece and aurally identify features of Baroque era.  |  |  |  |
| To analyse the dynamics of the piece  |  |  |  |
| To analyse the rhythm of the piece  |  |  |  |
| To analyse the texture of the piece  |  |  |  |
| To analyse the structure of the piece  |  |  |  |
| To analyse the melody of the piece  |  |  |  |
| To analyse the instrumentation of the piece  |  |  |  |
| To analyse the tonality and harmony of the piece  |  |  |  |
| Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathetique'  | To understand the context of the piece and aurally identify features of Classical and romantic era.  |  |  |  |
| To analyse the instrumentation and dynamics of the piece. |  |  |  |
| To analyse the structure and melody of the piece. |  |  |  |
| To analyse the rhythm and texture of the piece. |  |  |  |
| To analyse the tonality and harmony of the piece. |  |  |  |
| To compare features with wider set works.  |  |  |  |
| H.Purcell: Music for a While  | To understand the context of the piece and aurally identify features of Lament in piece.  |  |  |  |
| To analyse the instrumentation and dynamics of the piece  |  |  |  |
| To analyse the structure and melody of the piece  |  |  |  |
| To analyse the rhythm and texture of the piece  |  |  |  |
| To analyse the tonality and harmony of the piece  |  |  |  |
| To compare features with wider set works.  |  |  |  |
| Queen: Killer Queen | To understand the context of the piece and aurally identify features of Rock Music |  |  |  |
| To analyse the instrumentation and dynamics of the piece  |  |  |  |
| To analyse the structure and melody of the piece  |  |  |  |
| To analyse the rhythm and texture of the piece  |  |  |  |
| To analyse the tonality and harmony of the piece  |  |  |  |
| To compare features with wider set works.  |  |  |  |
| S Schwartz: Defying Gravity  | To understand the context of the piece and aurally identify features of a musical in piece. |  |  |  |
| To analyse the instrumentation and dynamics of the piece. |  |  |  |
| To analyse the structure and melody of the piece. |  |  |  |
| To analyse the rhythm and texture of the piece. |  |  |  |
| To analyse the tonality and harmony of the piece. |  |  |  |
| To compare features with wider set works.  |  |  |  |
| J Williams: Main title/rebel blockade runner (Star wars | To understand the context of the piece and aurally identify features of Film music.  |  |  |  |
| To analyse the instrumentation and dynamics of the piece  |  |  |  |
| To analyse the structure and melody of the piece  |  |  |  |
| To analyse the rhythm and texture of the piece  |  |  |  |
| To analyse the tonality and harmony of the piece  |  |  |  |
| To compare features with wider set works.  |  |  |  |
| Esperanza Spalding: Samba Em Preludio | To understand the context of the piece and aurally identify features of Samba and the fusion.  |  |  |  |
| To analyse the instrumentation and dynamics of the piece  |  |  |  |
| To analyse the structure and melody of the piece  |  |  |  |
| To analyse the rhythm and texture of the piece  |  |  |  |
| To analyse the tonality and harmony of the piece  |  |  |  |
| To compare features with wider set works.  |  |  |  |
| Afrocelt Sound System: Release | To understand the context of the piece and aurally identify features of both fused genres in piece.  |  |  |  |
| To analyse the instrumentation and dynamics of the piece  |  |  |  |
| To analyse the structure and melody of the piece  |  |  |  |
| To analyse the rhythm and texture of the piece  |  |  |  |
| To analyse the tonality and harmony of the piece  |  |  |  |
| To compare features with wider set works.  |  |  |  |
| Composition: Set Brief and developing 1 composition from year 10  | To understand and develop knowledge of composition assessment grid 2, bullet point 3; use of tetures. |  |  |  |
| To develop knowledge of composition assessment grid 2, bullet point 1 and 2; instrumental writing and dynamics |  |  |
| To develop knowledge of composition assessment grid 2, bullet point 1; rhythm and harmony |  |  |
| To develop knowledge of composition assessment grid 1; development of ideas. |  |  |
| To develop knowledge of composition assessment grid 1; development of ideas. |  |  |
| Performance:Solo and Ensemble | To develop knowledge of how to perform with others; focusing on balance and reaction |  |  |
| Unit 1. Grid 1.Technique |  |  |
| Unit 1. Grid 3 Accuracy |  |  |
| Unit 1. Grid 2. Dynamics and articulation |  |  |
| Unit 1. Grid 1.Technique |  |  |
| Unit 1. Grid 3 Fluency |  |  |