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Session 1	  IMD Retri eval pract ice	<b>Nocturne No. 20 in C Sharp Minor</b> <b>(Piano Tiffany Poon - Frederic Chopin 1830 Romantic Era)</b> <a href="https://youtu.be/OvoObzPGXZ0">https://youtu.be/OvoObzPGXZ0</a>	  The Instr ume nts	The piano was invented by Bartolomeo Cristofori (1655-1731) of Italy.  Octaves C – C white keys Do re, me fa, sol, la, ti, do Black keys = sharps/flats	  Instr ume nt Care	Carry with care Clean Virtual Piano	  Tech niqu e	Model: correct use C Major Scale C, D, E, F, G, A, B, C  Correct posture Correct fingers Correct weight and adopt flexible playing technique	  Tech niqu e	I do, we do, you do: C Minor Scale C, D, D#, F, G, G#, A#, B, C  Follow/Copy ascending/ descending patterns teacher led	  Playi ng	Play:  I do, we do, you do: 1, 2, 3 note parts Major/Minor Scale  <b>Charanga Keyboard (Instrument)</b> <b>Staff Notation</b>  <b>Cook out those Cs</b> <b>Trance D</b> <b>Rock out Those Es</b>	  Singi ng	Sing: The Orchestra Song <a href="https://youtu.be/-xTAUr4zXfl">https://youtu.be/-xTAUr4zXfl</a>  Listen - The Orchestra IPad App (Sections and Instruments)
	<ul style="list-style-type: none"><li>Identify high and low notes on keyboard strings/orchestral instruments/musical compositions</li><li>Identify and discuss the impact of a range of sound lengths in orchestral instruments</li><li>Musical Literacy explain using musical vocabulary, how the dynamics (forte and piano) impact the composition</li><li>Identify bright, dull, scratchy, smooth, breathy, resonant, brassy, raspy, piercing, warm</li></ul>	<ul style="list-style-type: none"><li>Play a simple, self-composed melody accompanied by minor chords</li><li>Play c major scale, pentatonic scale and c minor scale, copying simple melodic patterns</li><li>Identify c major and c minor scales</li></ul>	<ul style="list-style-type: none"><li>Play a simple, self-composed melody accompanied by minor chords</li><li>Play c major scale, pentatonic scale and c minor scale, copying simple melodic patterns</li></ul>	<ul style="list-style-type: none"><li>Read C, D, E, F, G minor chords and assign fingers to piano/keyboard positions</li><li>Read treble clef and understand notes have corresponding positions on the stave (lines and spaces)</li><li>Play a simple, self-composed melody accompanied by minor chords</li><li>Play c major scale, pentatonic scale and c minor scale, copying simple melodic patterns</li></ul>	<ul style="list-style-type: none"><li>Sing The Orchestra Song by heart and with expression</li><li>Sing monophonic (single melody lines) and homophonic (harmony supports melody) and polyphonic (more than one simultaneous melody)</li><li>Know how instruments are categorised into families through sound and timbre in an orchestra (percussion, brass, woodwind, strings)</li><li>Identify and compare the dynamics of a range of sounds on orchestral instruments/classical compositions</li></ul>									






S e s s i o n 2	  IMD Retri eval pract ice	The Lonely Man Theme (Piano – Joe Harnell, TV Theme Incredible Hulk 1978)	  Instr ume nt Care	Carry with care Clean Virtual Piano	  Tech niqu e	Model: correct use C Major Scale C, D, E, F, G, A, B, C C major chord triad C minor chord triad  I do, we do, you do: C Minor Scale C, D, D#, F, G, G#, A#, B, C  C major chord (triad) C minor chord (triad)  Posture, fingers, weight, flexible  Follow/Copy ascending/descending teacher/pupil led patterns	  Playi ng	Play:  I do, we do you do: 1, 2, 3, 5 note parts Major/Minor  C Major Scale C, D, E, F, G, A, B, C C Major Chord  C Minor Scale C, D, D#, F, G, G#, A#, B, C C Minor Chord  Practice ascending/descending	  Com posi tion	Explain that a drone is used in Eastern Music to provide sonorous foundation for melody/melodies Often create by Tanpura/Sitar in Indian Music  Improvise on C Major accompanied by Tanpura Drone <a href="https://youtu.be/gvgFhc3znTk">https://youtu.be/gvgFhc3znTk</a>  Using Music Staff Notation Whiteboards compose melody using 3, 5 notes from C Major Scale	  Singi ng	Sing: The Orchestra Song <a href="https://youtu.be/-xTAUr4zXfl">https://youtu.be/-xTAUr4zXfl</a>  <a href="https://youtu.be/kEJSWiftX98">https://youtu.be/kEJSWiftX98</a> Norah Jones/Anoushka Shankar – Traces of You 2013

	<ul style="list-style-type: none"><li>Identify high and low notes on keyboard strings/orchestral instruments/musical compositions</li><li>Identify bright, dull, scratchy, smooth, breathy, resonant, brassy, raspy, piercing, warm</li><li>Identify and compare the dynamics of a range of sounds on orchestral instruments/classical compositions</li></ul>	<ul style="list-style-type: none"><li>Play a simple, self-composed melody accompanied by minor chords</li><li>Play c major scale, pentatonic scale and c minor scale, copying simple melodic patterns</li></ul>	<ul style="list-style-type: none"><li>Read C, D, E, F, G minor chords and assign fingers to piano/keyboard positions</li><li>Play a simple, self-composed melody accompanied by minor chords</li><li>Play c major scale, c minor scale, copying simple melodic patterns</li></ul>	<ul style="list-style-type: none"><li>Create orchestral compositions with melodies using up to five different notes, including minor chords, that work musically within the classical music genre</li><li>Start to purposefully choose, combine and organise patterns and musical ideas within classical musical structures</li><li>Explain the keynote or home note and the structure of the melody</li><li>Discuss, listen and reflect upon the developing composition, make musical decisions the interrelated musical dimensions and how the melody compliments the chord structure</li><li>Purposefully choose, combine and organise patterns and musical ideas within musical structures</li><li>Use technology to compose music for a purpose: short film score, using the inter-related dimensions of music</li></ul>	<ul style="list-style-type: none"><li>Sing The Orchestra Song by heart and with expression</li><li>Sing monophonic (single melody lines) and homophonic (harmony supports melody) and polyphonic (more than one simultaneous melody)</li><li>Identify and compare the dynamics of a range of sounds on orchestral instruments/classical compositions</li><li>Identify and discuss the impact of a range of sound lengths in orchestral instruments</li></ul>
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S es si on 3	  IMD Retri eval pract ice	<p>La Valse d’Amelie (Piano Lang Lang – Yann Tierson, Film Music Amelie 2001) <a href="https://youtu.be/jVJyOaTYABl">https://youtu.be/jVJyOaTYABl</a></p> <p>La Valse d’Amelie <b>(Orchestral Version Banda de sonido de la película</b> – Yann Tierson Film Music Amelie 2001) <a href="https://youtu.be/Xw7gZi6h-KU">https://youtu.be/Xw7gZi6h-KU</a></p>	  Tech niqu es Retri eval Pract ice	<p>Instrument and Scales:</p> <p>Model: correct use I do, we do, you do: <b>C Major Scale/C Minor Scale</b></p> <p>I do, we do, you do: <b>C Major and C Minor Chord</b> <b>Model Smart Drums/Garage Band</b> <b>(Tempo 95bpm)</b></p> <p><b>Model Keyboard/Synth Pad Moonrise</b> <b>C Major Chord Drone</b></p>	  Playi ng	<p>Play:</p> <p><b>Smart Drums/Garage Band (Tempo 95bpm)</b></p> <p><b>Keyboard/Synth Pad Moonrise C</b> <b>Major Chord Drone</b></p> <p><b>Charanga Keyboard (Instrument)</b> <b>Staff Notation</b></p> <p><b>Fortune</b> <b>Skipper</b></p>	  Com positi on	<p><b>Using Music Staff Notation</b> <b>Whiteboards compose melody using 3, 5 notes from C Major Scale/C Minor Scale</b></p> <p><b>Record composition ideas on Garage Band iPad using the drum and drone foundation recording from earlier</b></p>	  Singi ng	<p>Sing: The Orchestra song <a href="https://youtu.be/-xTAUr4zXfl">https://youtu.be/-xTAUr4zXfl</a></p> <p>Listen - The Orchestra iPad App (Sections and Instruments)</p>
	<ul style="list-style-type: none"><li>Identify layers of sound: singular and multiple: voices and instruments: instrumental families (percussion, brass, woodwind, strings) (same and varied instruments</li><li>Violin (Fiddle in folk music) part of the orchestral string family. Sound is produced by moving a bow over it. A bright, vibrant instrument; able to create many tones/timbres</li><li>Musical Literacy explain using musical vocabulary, how the dynamics (forte and piano) impact the composition</li></ul>	<ul style="list-style-type: none"><li>Read C, D,, G minor chords and assign fingers to piano/keyboard positions</li><li>Play a simple, self-composed melody accompanied by minor chords</li><li>Play c major scale, pentatonic scale and c minor scale, copying simple melodic patterns</li></ul>	<ul style="list-style-type: none"><li>Read C, D, G minor chords and assign fingers to piano/keyboard positions</li><li>Read C, D, G minor chords and assign fingers to piano/keyboard positions</li><li>Play a simple, self-composed melody accompanied by minor chords</li><li>Play c major scale, pentatonic scale and c minor scale, copying simple melodic patterns</li></ul>	<ul style="list-style-type: none"><li>Create orchestral compositions with melodies using up to five different notes, including minor chords, that work musically within the classical music genre</li><li>Start to purposefully choose, combine and organise patterns and musical ideas within classical musical structures</li><li>Explain the keynote or home note and the structure of the melody</li><li>Discuss, listen and reflect upon the developing composition, make musical decisions the interrelated musical dimensions and how the melody compliments the chord structure</li><li>Purposefully choose, combine and organise patterns and musical ideas within musical structures</li><li>Use technology to compose music for a purpose: short film score, using the inter-related dimensions of music</li></ul>	<ul style="list-style-type: none"><li>Sing The Orchestra Song by heart and with expression</li><li>Sing monophonic (single melody lines) and homophonic (harmony supports melody) and polyphonic (more than one simultaneous melody)</li><li>Know how instruments are categorised into families through sound and timbre in an orchestra (percussion, brass, woodwind, strings)</li><li>Identify and compare the dynamics of a range of sounds on orchestral instruments/classical compositions</li><li>Identify and discuss the impact of a range of sound lengths in orchestral instruments</li><li>Flute part of the woodwind family but has no reed. Sound is produced by blowing over a hole. Soft graceful and whispery but also penetrating and shrill like</li></ul>					
S es si on 4	  IMD Retri eval pract ice	<p>Albatros Flight (Orchestra – Hans Zimmer TV Music Blue Planet II 2017) <a href="https://youtu.be/M3ia8mn8ITs">https://youtu.be/M3ia8mn8ITs</a></p>	  Tech niqu es Retri eval Pract ice	<p>Instrument and Scales:</p> <p>Model: correct use Major, Minor, <b>Pentatonic</b></p> <p>I do, we do, you do: <b>C Major Scale/C Minor Scale/ C</b> <b>Pentatonic Scale</b> <b>C Major Chord/C Minor Chord</b></p> <p>Follow/Copy ascending/descending teacher/pupil led patterns</p>	  Playi ng	<p>Play:</p> <p><b>C Major notes and C Pentatonic notes</b></p> <p><b>Charanga Keyboard (Instrument)</b> <b>Staff Notation</b> <b>Music Explorer</b> <b>Clap rhythm using</b> <b>Crotchet, Minim and Semiebreve</b></p> <p><b>Blue Grass Hop</b></p>	  Com positi on	<p><b>Using Music Staff Notation</b> <b>Whiteboards compose melody using 3, 5 notes from C Major Scale/C Minor Scale to accompany film footage) melody instrument to be selected from brass/wind orchestral instruments</b></p> <p><b>Record composition ideas on Garage Band iPad</b></p>	  Singi ng	<p>Sing: The Orchestra Song <a href="https://youtu.be/-xTAUr4zXfl">https://youtu.be/-xTAUr4zXfl</a></p> <p>Listen - The Orchestra iPad App (Sections and Instruments)</p>

	<ul style="list-style-type: none"><li>• Identify high and low notes on keyboard strings/orchestral instruments/musical compositions</li><li>• Identify bright, dull, scratchy, smooth, breathy, resonant, brassy, raspy, piercing, warm</li><li>• Musical Literacy explain using musical vocabulary, how the instruments selected in a piece to create texture (layers of sounds) impact the composition and its mood</li><li>• Musical Literacy explain using musical vocabulary, how the instruments selected in a piece to create texture (layers of sounds) impact the composition and its mood</li></ul>	<ul style="list-style-type: none"><li>• Read C, D, G minor chords and assign fingers to piano/keyboard positions</li><li>• Play a simple, self-composed melody accompanied by minor chords</li><li>• Play c major scale, pentatonic scale and c minor scale, copying simple melodic patterns</li></ul>	<ul style="list-style-type: none"><li>• Read C, D, G minor chords and assign fingers to piano/keyboard positions</li><li>• Play a simple, self-composed melody accompanied by minor chords</li><li>• Play c major scale, pentatonic scale and c minor scale, copying simple melodic patterns</li></ul>	<ul style="list-style-type: none"><li>• Create orchestral compositions with melodies using up to five different notes, including minor chords, that work musically within the classical music genre</li><li>• Start to purposefully choose, combine and organise patterns and musical ideas within classical musical structures</li><li>• Explain the keynote or home note and the structure of the melody</li><li>• Discuss, listen and reflect upon the developing composition, make musical decisions the interrelated musical dimensions and how the melody compliments the chord structure</li><li>• Purposefully choose, combine and organise patterns and musical ideas within musical structures</li><li>• Use technology to compose music for a purpose: short film score, using the inter-related dimensions of music</li></ul>	<ul style="list-style-type: none"><li>• Sing The Orchestra Song by heart and with expression</li><li>• Sing monophonic (single melody lines) and homophonic (harmony supports melody) and polyphonic (more than one simultaneous melody)</li><li>• Know how instruments are categorised into families through sound and timbre in an orchestra (percussion, brass, woodwind, strings</li><li>• Identify and compare the dynamics of a range of sounds on orchestral instruments/classical compositions</li><li>• Bassoon reed instrument and part of the orchestral woodwind family. A light buzzing quality at their lowest sound and warm, nasal sound higher up. The bassoon is lower than the Oboe.</li><li>• Oboe reed instrument and part of the orchestral woodwind family. A bright, penetrating sound. The Oboe is very versatile and capable of piercing high notes.</li></ul>
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Session 5		Orphans Violin and Cello Theme (Craig Armstrong – Film Music Orphans 1998)		Instrument and Scales:  Model: correct use C Major, C Minor, C Pentatonic Scale ascending/descending teacher/pupil led patterns  I do, we do, you do: C Major Chord/G Major Chord  Follow/Copy		Play: C Major to G Major Chord  Charanga Keyboard (Instrument) Staff Notation  Left to Chance Jazzy Cat Reggae Rain		Using Music Staff Notation Whiteboards compose melody using 3, 5 notes from C Major Scale/C Minor Scale to accompany film footage) melody instrument to be selected from brass/wind orchestral instruments  Record composition ideas on Garage Band iPad		Sing: The Orchestra Song  Listen - The Orchestra iPad App (Sections and Instruments)
	IMD Retrieval practice	<ul style="list-style-type: none"><li>Cello part of the orchestral string family. Sound produced by moving a bow over the string or plucking it. A dark, majestic sound</li><li>Violin (Fiddle in folk music) part of the orchestral string family. Sound is produced by moving a bow over it. A bright, vibrant instrument; able to create many tones/timbres</li></ul>	Tech niques Retrieval Pract ice	<ul style="list-style-type: none"><li>Read C, D,, G minor chords and assign fingers to piano/keyboard positions</li><li>Play a simple, self-composed melody accompanied by minor chords</li><li>Play c major scale, pentatonic scale and c minor scale, copying simple melodic patterns</li></ul>	Playi ng	<ul style="list-style-type: none"><li>Read C, D, G minor chords and assign fingers to piano/keyboard positions</li><li>Play a simple, self-composed melody accompanied by minor chords</li><li>Play c major scale, pentatonic scale and c minor scale, copying simple melodic patterns</li></ul>	Com positi on	<ul style="list-style-type: none"><li>Create orchestral compositions with melodies using up to five different notes, including minor chords, that work musically within the classical music genre</li><li>Start to purposefully choose, combine and organise patterns and musical ideas within classical musical structures</li><li>Explain the keynote or home note and the structure of the melody</li><li>Discuss, listen and reflect upon the developing composition, make musical decisions the interrelated musical dimensions and how the melody compliments the chord structure</li><li>Purposefully choose, combine and organise patterns and musical ideas within musical structures</li><li>Use technology to compose music for a purpose: short film score, using the inter-related dimensions of music</li></ul>	Singi ng	<ul style="list-style-type: none"><li>Sing The Orchestra Song by heart and with expression</li><li>Sing monophonic (single melody lines) and homophonic (harmony supports melody) and polyphonic (more than one simultaneous melody)</li><li>Identify and compare the dynamics of a range of sounds on orchestral instruments/classical compositions</li><li>Cello part of the orchestral string family. Sound produced by moving a bow over the string or plucking it. A dark, majestic sound</li><li>Violin (Fiddle in folk music) part of the orchestral string family. Sound is produced by moving a bow over it. A bright, vibrant instrument; able to create many tones/timbres</li></ul>

Session 6		Throne Room and Finale (LA Philharmonic Orchestra Video – John Williams – Film Music Star Wars 1977)		Major, Minor, Pentatonic Scales  Cm, Dm, Gm (Garage Band – Keyboard Strings Sustain)  Follow/Copy ascending/descending teacher/pupil led patterns		Using selected film footage and rhythm grids compose using 3 or 4 minor chords (Keyboard Strings Sustain) include 3 – 5 notes lead melody selected from brass/wind orchestral instruments  Record composition ideas on Garage Band IPad		Mix composition and prepare to play soundtrack as accompaniment to film footage.		Sing: The Orchestra Song
	IMD Retrieval practice		Tech niques Retrieval Practice		Com position		Rehe arsal & Perfo rman ce		Singi ng Perfo rman ce	
	<ul style="list-style-type: none"><li>Cello part of the orchestral string family. Sound produced by moving a bow over the string or plucking it. A dark, majestic sound</li><li>Violin (Fiddle in folk music) part of the orchestral string family. Sound is produced by moving a bow over it. A bright, vibrant instrument; able to create many tones/timbres</li><li>Flute part of the woodwind family but has no reed. Sound is produced by blowing over a hole. Soft graceful and whispery but also penetrating and shrill like</li><li>Clarinet reed instrument and part of the orchestral woodwind family. A warm, rich tone.</li><li>Musical Literacy explain using musical vocabulary, how the instruments selected in a piece to create texture (layers of sounds) impact the composition and its mood</li><li>Identify and compare the dynamics of a range of sounds on orchestral instruments/classical compositions</li></ul>	<ul style="list-style-type: none"><li>Read C, D, G minor chords and assign fingers to piano/keyboard positions</li><li>Play a simple, self-composed melody accompanied by minor chords</li><li>Play c major scale, pentatonic scale and c minor scale, copying simple melodic patterns</li></ul>	<ul style="list-style-type: none"><li>Create orchestral compositions with melodies using up to five different notes, including minor chords, that work musically within the classical music genre</li><li>Start to purposefully choose, combine and organise patterns and musical ideas within classical musical structures</li><li>Explain the keynote or home note and the structure of the melody</li><li>Discuss, listen and reflect upon the developing composition, make musical decisions the interrelated musical dimensions and how the melody compliments the chord structure</li><li>Purposefully choose, combine and organise patterns and musical ideas within musical structures</li><li>Use technology to compose music for a purpose: short film score, using the inter-related dimensions of music</li></ul>		<ul style="list-style-type: none"><li>Sing The Orchestra Song by heart and with expression</li><li>Sing monophonic (single melody lines) and homophonic (harmony supports melody) and polyphonic (more than one simultaneous melody)</li></ul>					