

Supporting Your Learner

S1-S3 Music

Course Outline	1
S1	2
S2	3
S3	4
Support at Home.....	5
Useful Websites.....	6



Course Outline

The Music Course in S1-3 mainly focuses on developing the pupils' performance skills. They also experience writing their own music and learning about musical concepts, but this is mostly done through performance.



S1

Summer-Christmas

Pupils participate in 4 week 'taster courses' on 4 instruments: Keyboard, Drum Kit, Xylophone and Guitar. These courses develop their performance skills as well as giving them some experiences of composition and improvisation. "Understanding Music" involves the pupils learning musical concepts through their performances. At Christmas we ask the pupils to choose two instruments which they wish to continue practising and developing skills on in Term 2.



Christmas- February break

Pupils work individually on their first chosen instrument, working through a programme of pieces designed to develop basic skills.



February break- Easter

Pupils work individually on their second chosen instrument, working through a programme of pieces designed to develop basic skills.



Easter- Activities Week

In this Film Music unit pupils perform a variety of Film Music themes, investigate a Film Music composer, and listen to a variety of styles of Film Music. During this unit we ask pupils to try and identify what it is in the music that makes them 'feel' a particular way e.g. what is it that makes the music scary?



S2

May/June (change of timetable)

During these four or five weeks pupils get an opportunity to compose using the software 'Mixcraft'. This program allows pupils to create their own pieces using pre-recorded loops and samples.

UNIT 1: ROCK AND POP (August – October)

During this unit, pupils will play an instrument in group performances of one or two rock or pop songs. They will also research and create a presentation on a Rock and Roll artist from the 1950s.

UNIT 2: BLUES AND SWING (October – December)

During this unit, pupils will play an instrument in group performances of one or two blues and swing pieces. They will also improvise to a backing.

UNIT 3: SCOTTISH (January – February)

During this unit, pupils will play an instrument in group performances of one or two Scottish pieces. They will also do a project on *Tam O'Shanter*.

UNIT 4: INSTRUMENTS OF THE ORCHESTRA (February – Easter)

During this unit, pupils learn about the instruments of the orchestra and are given various research tasks.

UNIT 5: CURRENT POP (Easter – May)

During this unit, pupils will play an instrument in group performances of two or three pop songs.



S3

In S3, pupils are in music for 2 periods per week

SOLO PERFORMING WORK (1 period per week throughout the year)

Pupils will have chosen two instruments (one can be voice) to focus on throughout the year. This decision will have been aided by their performing experiences in S1 and S2.

Throughout the year, pupils will develop their performing skills on both instruments.

In the other Music period each week, pupils cover various units of work (below).

UNIT 1: BAROQUE MUSIC (August – October)

In this unit, pupils will play one of their chosen instruments in a class performance of *Autumn* from the *Four Seasons* by Vivaldi.

They will also create a presentation on that composer.

UNIT 2: SCOTTISH MUSIC (October – December)

In this unit, pupils will play one or both of their chosen instruments in class performances of a *Strathspey* and *Jig*. They will also answer questions based on short recorded musical excerpts and compose a new piece of music using the *Mixcraft* program that incorporates a traditional Scottish *Reel* tune.

UNIT 3: COMPOSING (January – February)

In this unit, pupils work on a variety of short composition tasks.



Support at Home

The most helpful thing parents can do to support their child in the music classroom is to expose them to as wide a range of musical styles as they can.

Genres such as Scottish contemporary folk music, Scottish traditional music, Classical, Rock 'n' Roll, World Music, Musicals and Choral Singing are all useful to the pupils and widen the range of music they usually listen to! Access to this music can be through the TV or radio, though attending concerts, listening to buskers, anything at all! There are a wide range of concerts available to families, and if it isn't possible to attend live performances there are lots of other ways, starting with Google!

Discussing the performance and asking what was good or bad about it is a good discussion starting point. Identifying instruments or talking about how the music makes a person feel can also bring surprising results. Why is a horror movie not nearly as scary when you turn the sound off? These are all very relevant questions which you can chat about in the car home!



Useful Websites

<http://www.thebrunton.co.uk/>

<http://www.rsno.org.uk/live/ccc/>

<http://www.playhousetheatre.com/>

<http://www.edtheatres.com/>

<https://www.sco.org.uk/creative-learning/parent-carer>

<http://www.celticconnections.com/Pages/default.aspx>

<http://www.classicfm.com/>

<http://www.bbc.co.uk/scotland/music/>

