

MARINA INTERNATIONAL SCHOOL

MUSIC SCHEME OF WORK

FORM 3 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	DEMISEMIQUAVERS- (Muisic Theory lesson)	<ul style="list-style-type: none">• Define Demisemi-quavers as: the thirty -second (32nd) note.• Demisemi-quaver: has tails and flags that allows beaming and grouping.• Explain musical notes:• 1. Their British names: eg Semibreve, Minim, crotchet, quaver etc.• 2. Their American Names: eg Whole note, Half note, Quarter note, 8th Notes, 16th note and 32nd note• 3. Their Values/ how long each note last• 4. Their rests• Note signs
2.1	1.0.2 Introduction the Violin- knowing your violin (Practical lesson)	<ul style="list-style-type: none">• State and explain parts of the violin:• The Scroll-• The 4 strings: E.A.D and G• The Bridge• The Sound hole• The Finger board• Etc • How to hold the violin Bow: Up and down bowing techniques. • The playing Position• Making sound on the E string.• Sway and strum
3.1	1.0.3 FIRST SOUNDS (Violin Practical lesson)	<ul style="list-style-type: none">• Students lead composition and performance.First tune (Sound)• AT THE ZOO – with CD Accompaniment and Charanga platform. • SWING SWING SWING YOUR ARM- play along with Cd Accompaniment(Charanga)

WEEK	TOPIC	TOPIC DETAILS
4.1	1.0.4 MAJOR KEYS WITH FOUR SHARPS OR FLATS. (Theory lesson)	<ul style="list-style-type: none"> • Define and explain Major keys. As a key whose harmony is based on the major scale. major mode. • Explain Tonic Triads, key- note, key signatures and Accidentals. • State the pattern of writing a major scale as: Tone : Tone : Semitone: Tone : Tone: Tone : Semitone. TTSTTTS • Key - note: the first note of any scale. • Accidentals: as family names for sharps, Flats and Naturals. • Key signature: a key signature is a set of sharp (#), flat (b), and rarely, natural (̣) symbols placed together on the staff at the beginning of a piece of music. • Order of a scale: Ascending order - when the scale starts from the bottom to the top of the scale. • Descending order of a scale- when the scale starts from the top of the scale to the bottom of the scale. • Explain the Degrees of a scale: • State the names of the Degrees of a scale: • Tonic – 1st degree, Dominant -2nd degree etc • Construct the major scales of E, and A flat
5.1	1.0.5 Flying Around - (Violin Practical lesson)	<ul style="list-style-type: none"> • Explain how to use the bow to make tunes with E, D, and G strings • Learn the up and down bowing techniques- • Performing flying Around, • Performing Drunken Sailor <p>All using Accompaniment from Charanga or Cd audio.</p>

WEEK	TOPIC	TOPIC DETAILS
6.1	Beyond Two (2) Ledger Lines	<ul style="list-style-type: none"> • Define ledger line as: Extra short horizontal lines placed above or below the normal range of the, to extend the stave. • The purpose of a ledger line: <ul style="list-style-type: none"> • To extend the range of the stave • They are used to represent notes that go beyond lower and upper limits. • Write ledger lines of the same pitch in a new clef.
7.1	RHYTHM ZONE 1- Walking Jogging (Violin Practical Lesson)	<ul style="list-style-type: none"> • Explain how to read musical scores using the violin. • Explain the importance of time signature. • Perform the following tunes: <ul style="list-style-type: none"> • Copycat Blues • Mini Mozart
8.1	Compound Time- (Music Theory lesson)	<ul style="list-style-type: none"> • Explain compound time as: In compound time, the beats divide into three. They are written as dotted note. Eg, a crotchet plus a dotted behind it. • Explain simple time: This is when the beats can be divided into twos. Eg. Mimin can be divided into two crotchets. • How to describe time signature : As • Simple or compound. • Duple , Triple or Quadruple time.
9.1	1.0.9 Walking and Jogging Tunes - (Violin practical lesson)	<ul style="list-style-type: none"> • Listen and perform Boogie band with accompaniment Cd audio from Charanga. • Direct students to perform Rhythm train
10.1	Minor Keys with four sharps and flats- (Theory Lesson)	<ul style="list-style-type: none"> • Define Minor key as: a musical key or tonality in the minor mode. A key that produces sad sound. • Explain the harmonic and melodic minors of a scale. • Explain the descending and ascending orders of the minor scales • Construct the minor keys of : <ul style="list-style-type: none"> • A harmonic and Harmonic minor • E Melodic and Harmonic minor • D melodic and Harmonic minor

WEEK	TOPIC	TOPIC DETAILS
11.1	Sound Effects (pizzicato) - (Practical lesson)	<ul style="list-style-type: none"> • Define and explain the term Pizzicato as: plucking the strings of a violin or other stringed instrument with one's finger. • Practice pizzicato on the violin. • Students perform in group “ MR. PIZZICATO AND FRIENDS • Explain some pizzicato techniques. Eg using the end of the violin bow to do pizzicato • Using the finger to do pizzicato • Practice string crossing
12.1	Music Project and group presentation by students.	<ul style="list-style-type: none"> • Teacher will guide students to research and do a music project for presentation.

MUSIC SCHEME OF WORK

FORM 3 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	GROUPING OF NOTES AND RESTS. - (Theory lesson)	<ul style="list-style-type: none"> • Define Compound Time as: as In compound time, the beats divide into three. They are written as dotted note. Eg, a crotchet plus a dotted behind it. • Explain why some musical notes can not be grouped or beamed. • Explain the term Beaming: As : In musical notation, a beam is a horizontal or diagonal line used to connect multiple consecutive notes (and occasionally rests) to indicate rhythmic grouping • Further explanation: Only eighth notes (quavers) or shorter can be beamed. The number of beams is equal to the number of flags that would be present on an un beamed note. • Learn and memorize the GROUPING rules.
2.1	Rhythm Zone 2 - Slow walk (Violin Practical lesson)	<ul style="list-style-type: none"> • Practical performance of Classical sounds, Rain drop, and swing Band. • Students will practice and perform in groups
3.1	The Left-Hand PIZZICATO - (violin practical lesson)	<ul style="list-style-type: none"> • Explain how to use the left hand to do pizzicato on the violin. • Students will practice Chines festival tune. • Students will practice and perform "Popcorn"
4.1	Scales and key Signatures - Theory lesson)	<ul style="list-style-type: none"> • Define a Scale As: A succession of notes played in Alphabetical order. • Explain the Term Key Signature as: a set of sharp (#), flat (b), and rarely, natural (̣) symbols placed together on the staff at the beginning of a piece of music. • Add clefs to various Harmonic Minor or major scals • Add clefs to various melodic major and minor scales. • Will construct: B melodic minor , B flat major , F harmonic minor, E major, A flat Major, F# harmonic minor, G melodic minor and E harmonic minor scales.

WEEK	TOPIC	TOPIC DETAILS
5.1	The D and A String Notes - (practical lesson)	<ul style="list-style-type: none"> • Guide students to practice and perform the D major Scale using • Will learn how to use the appropriate fingers on each string of the violin/ viola • Practice and perform tunes on the D string. Eg fingers and feet (D) , Roller Coaster (D string) String Band (A string)
6.1	The E and G strings Notes- (practical lesson)	<ul style="list-style-type: none"> • Guide students to practice and perform the E and G major Scales. • Will learn how to use the appropriate fingers on each string of the violin/ viola • Practice and perform tunes on the E and G strings.
7.1	The Clear blue Sky - (music performance)	<ul style="list-style-type: none"> • Will Guide students will read musical score and perform “ The Clear Blue sky” from Charanga music platform. • Students will be able to perform series of tunes selected by teacher from various sources.
8.1	The Performance Direction signs	<ul style="list-style-type: none"> • Will learn how to conduct and orchestra • Will learn the conductor’ gestures and body language. • Will understand the rhythm patterns in conducting. • Explain the time signature in conducting
9.1	Performance Direction – (Practical lesson)	<ul style="list-style-type: none"> • Students will be guided to conduct an Ensemble. • Students will be guided through series of perming activities to enable them direct or conduct an orchestra.
10.1	Intervals -(music theory lesson)	<ul style="list-style-type: none"> • Define interval as: a distance between two notes • Explain the names of intervals and their types. Eg perfect, major 3rd , Unison etc • Explain the major and minor keys of intervals. • Explain the degrees of a scale in intervals • Explain the Harmonic and Melodic intervals
11.1	Various keys of an Interval- (Music theorylesson)	<ul style="list-style-type: none"> • Construct and explain : A flat major, D minor, E major, F minor, A major , C minor, etc
12.1	Music Project and group presentation by students.	<ul style="list-style-type: none"> • Teacher will guide students to research and do a music project for presentation.

MUSIC SCHEME OF WORK

FORM 3 - TERM 3

WEEK	TOPIC	TOPIC DETAILS
1.1	MUSIC PRODUCTION - Songwriting (Song structuring)	<ul style="list-style-type: none">• Describe songwriting the act or process of writing the music and words of songs:• Steps taking in songwriting• Define song structure as the arrangement of a song, and as a part of the songwriting process. It is typically sectional, which uses repeating forms in songs.• Ways of structuring songs• Song structure-• Intro• Verse• Pre-chorus• Chorus• Bridge• Outro
2.1	MUSIC PRODUCTION - Songwriting (Basic Terms in Songwriting)	<ul style="list-style-type: none">• Define refrain- is the line or lines that are repeated in music,• Prelude- is musical composition, usually brief, that is generally played as an introduction to another, larger musical piece• Interlude- an intervening or interruptive period, space, or event• Hook: is a music idea, often a short riff, passage, or phrase, that is used in popular music to make a song appealing and catch the ear of the listener• Melody- is the sequence of a single note often produced in the music (Monophony)• Harmony- is the combination of voices or instrumental sounded at the same time in a colorful way. It is the simultaneous sounding of separate independent voices or musical notes. (polyphony)• Adlib (ad libitum)- is an improvised or unrehearsed line used in music• Lyricist- a person who writes musical lyrics• Songwriter- a person who writes or composes songs• Rhyme

WEEK	TOPIC	TOPIC DETAILS
3.1	MUSIC PRODUCTION - Songwriting (Song Genre)	Define Song Genre <ul style="list-style-type: none"> • Forms of music • Styles of music • Terms used in songwriting- lyrics/ libretto • Compose • Chord • Music composition project
4.1	MUSIC PRODUCTION - Songwriting	<ul style="list-style-type: none"> • Music composition project -Students will bring their composed songs for performance (in group)
5.1	THE HUMAN VOICE	<ul style="list-style-type: none"> • Describe human voice as a sound made by human using the vocal tract • The mechanism for generating the human voice can be subdivided into three parts: the lungs, the vocal folds within the larynx • Uses of human voice • Voice type • Vocal range • Vocal tessitura • Vocal weight • Vocal timbre • Vocal register • Classification- soprano, mezzo soprano, contralto, alto, countertenor, tenor, baritone, bass
6.1	TRANSPOSITION 1 (music Theory)	<ul style="list-style-type: none"> • Define Transposition as the process of moving all notes up or down in pitch by the same intervals. • Transposing melodies from the treble to bass stave and vice versa
7.1	TRANSPOSITION 2 - (music Theory)	<ul style="list-style-type: none"> • Transposing melodies from the treble to bass stave and vice versa
8.1	MUSICAL TERMS	<ul style="list-style-type: none"> • Students will know some commonly used music terms
9.1	The Classical era Life and works of Ludwig van Beethoven - (musical Period)	<ul style="list-style-type: none"> • Students will learn the historical background of Ludwig van Beethoven * works of Ludwig van Beethoven
10.1	The Baroque Era	<ul style="list-style-type: none"> • Students will learn the historical background of Ludwig van Beethoven and work

WEEK	TOPIC	TOPIC DETAILS
11.1	The Romantic Era Life and work of Robert Schumann	<ul style="list-style-type: none">• Students will learn the historical background of Robert Schumann
12.1	Project and presentation	Teacher will guide students to research and do a music project for presentation.