**HTCS Curriculum Intent**

**Creativity**

**Subject: Music Year: 8 Half term: 3**

**TOPIC: Chinese Music**

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| --- | --- | --- | --- | --- |
|  | | | **I can…** | **To improve…** |
| **R** | **A** | **G** |  |  |
|  |  |  | identify key features of Chinese music |  |
|  |  |  | Use key features of Chinese music to enhance my composition |  |
|  |  |  | Perform original music, thinking about tempo, dynamics, texture and structure/arrangement |  |
|  |  |  | Conduct independent research into the history, context and musical sound of Chinese music. |  |

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| **Lesson** | **Learning Focus** | **Key words** |
| **1** | introduction to Chinese music, key terms [pentatonic scale] | Pentatonic, Drone, heterophonic, andante, counter melody |
| **2** | working on pentatonic scale, how to write a melody, harmony | Dulcima, Erhu, Dizi, Pipa, Suona |
| **3** | set composition brief | Structure, narrative, ballad, storytelling, Arrangement |
| **4** | composition | A section, B Section, ternary form, song form, verse, chorus, intro |
| **5** | extended writing and musical analysis task – assessment – continuing with composition | Trill, tremolo, vibrato, articulation, staccato, legato |
| **6** | assessment of compositions | Dynamic change, accomplished, original, innovative, communicative |

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