

Arts Department CO 2019
(Music / Sec 4 / IP)

Name of Teacher: Ho Ki Hui

Level: Secondary 4 IP

Arts Department Core Belief: The arts expressively communicate the creative impulse of the human soul in meaningful ways

Overarching Big Idea:

Expressive Communication

The use and manipulation of Musical Elements allow the artist / musician to communicate their intentions effectively.

Learning Outcomes:

- *To know the musical elements*
- *To apply this knowledge to analyse and appreciate historical musical practices*
- *To understand basic musical concepts in context*

| Term/wk Topic | Content Knowledge | Technical Skill | Assessment Task <i>Indicate the components of the ideation process</i> |
|-----------------------------------|---|---|---|
| Term 1 Wk 1-10 | <ul style="list-style-type: none"> ● Key Signatures <ul style="list-style-type: none"> - Up to 6 sharps and 6 flats ● Ornamentation <ul style="list-style-type: none"> - Accented/Unaccented Passing - Eschappee ● Cadences ● Chords (1st and 2nd inversion) ● Musical Device <ul style="list-style-type: none"> - Idée fixe - Thematic - Leitmotifs ● Style | <ul style="list-style-type: none"> ● Listening skills ● Theoretical knowledge ● Composing ● Notation skills | <p>Practical (in-class non-graded):</p> <ul style="list-style-type: none"> ● 1 piece <p>Written Paper (Summative)</p> <ul style="list-style-type: none"> ● Basic Score Analysis |
| Term 2 Wk 1 - 10 | <ul style="list-style-type: none"> ● Mood & Timbre <ul style="list-style-type: none"> - Atonality | <ul style="list-style-type: none"> ● Listening skills ● Theoretical knowledge | <p>Listening Perception Portfolio</p> <ul style="list-style-type: none"> ● 9 Listening Journals |

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| | <ul style="list-style-type: none"> - Modal scales ● Chords <ul style="list-style-type: none"> - Dominant 7ths and Secondary 7th - Augmented - Diminished ● Ornamentation ● Musical Device <ul style="list-style-type: none"> - 12 tone technique - Serialism ● Rhythm | <ul style="list-style-type: none"> ● Composing ● Notation skills | <p>Written Paper (Summative)</p> <ul style="list-style-type: none"> ● Basic Score Analysis <p>Composition (Coursework)</p> <ul style="list-style-type: none"> ● 16-bar melody writing ● Reflection Journal <p>Open Performance</p> <ul style="list-style-type: none"> ● 15 mins duration ● At least 2 pieces |
| <p>Terms 3 - 4</p> | <p>Ethnomusicology:</p> <ul style="list-style-type: none"> ● Gamelan ● Gagaku ● Jiangnan Sizhu <p>Cultural context, instrumentation, texture, treatment of melody</p> <p>Composition</p> <ul style="list-style-type: none"> ● Musical devices to extend/develop motif/musical ideas ● Accompaniment patterns: Harmonic and rhythmic ● Musical styles | <ul style="list-style-type: none"> ● Listening skills ● Theoretical knowledge ● Composing skills ● Notation Skills | <p>Learning Journal 10%</p> <p>Performance 10%</p> <p>Composition 10%</p> |