**Year: 2023 TY Music Appreciation Module - Scheme of Work - Naoimh Penston**

| **Week** | **Topic** | **Content** | **Key Skills** | **Element** | **Learning Outcomes** | **Methodology** | **Literacy/**  **Numeracy** | **Resources** | **Assessment** |
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| **1-2** | Singing techniques & Styles | -Mash-ups  -Choral singing  -Vocal styles | **Working with others**  Critical and **creative thinking**  **Information processing**  **Communicating**  **Being personally driven** | Presenting information using a range of information and communication technologies | LO 1.3.6 To foster an appreciation of the cultural and expressive qualities of music | -Learning preferences not yet assessed/established- lessons designed to broadly cater to all learning styles. | Key Words List  Visual Literacy promoted through PowerPoint, diagrams, worksheets & images  Digital Literacy through use of IT Resources | -Audio recording equipment  -Overhead projector  -PC/iPad  -Sheet music  -Voices | -AfL throughout class  -Performance |
| **3-4** | Music project composition | -Song mash-ups  -Musical styles modified  -Original compositions | Working with others  Critical and creative thinking  **Information processing** | Working with others in a variety of contexts with different goals and purposes-Read the notes of the treble and bass clef. | LO 1.2.3 To encourage the development of musical creativity, sensitivity and potential through active involvement in performing,  composing and listening to music | Group work, pair work (project work, inputting)  Project work and research  use of ICT for research and presentations | Promoted through discussion and practice questions.  Music Theory: Bar Lengths, rhythmic note values, intervals, time signatures, key signatures, Form of Songs/Pieces of Music. | -Audio Files  -Teacher-prepared worksheets on music theory  -Recordings  -Musical Instruments  -Voices | -Verbal Q & A of learning material  -Project presentation |
| **5-6** | Choral Singing & Harmonic Awareness | - Recording performances where possible (can be done as homework) | Being personally effective – Being confident in individual and group work and able to celebrate musical achievement | -Name and recognise rhythmic values from semiquaver to semibreve. | LO 1.2. 4 To cultivate musicality and its expression | Directed learning (revision of elementary music theory) | Numeracy -Timelines examined when discussing cultural/historical context of Music genres | -Audio Files  -Teacher-prepared worksheets on music theory  -Recordings  -Musical Instruments  -Voices | -Teacher observation of individual work and engagement and participation with group projects |
| **7-8** | Christmas/Liturgical music | -New and traditional Christmas hymns and repertoire | Working with others – Contributing well to group work and recognize the power of unity and mutual respect in group projects | -Appreciate and understand key musical features, social context and the production of various types of Popular Music. | LO 1.3.11 To encourage excellence in a variety of musical activities | - Differentiation in homework tasks, and through enhanced assistance where required throughout the lesson | Literacy – Performing lyrics/poetry with clear words/diction | -Audio Files  -Teacher-prepared worksheets on music theory  -Recordings  -Musical Instruments  -Voices | - AoL through quizzes  -performances -peer assessment |
| **9-10** | New interpretations  Irish Music | -Collaborating in playback and possible rearrangement of songs, creating new arrangements of well-known songs  Singing and studying compositions by significant Irish songwriters  History – Songs of Irish musical legends through time are include | Communicating – Analysing and interpreting texts and musical scores. Performing and presenting work to the public  Working with others  Critical and creative thinking  Presenting using a variety of media | -Understand musical theory | LO 1.2.5 To develop an informed interest in music and the enjoyment of music-making LI 1 To study and analyse the works of Irish musician and songwriters | -Differentiation for SEN students in levels of difficulty on worksheets | Numeracy – Keeping performed or recorded music in time. Timing images to soundtrack in Windows Movie Maker | -Overhead projector  -PC/iPad  -Sheet music  -Musescore  -Garageband | - Assessment of commitment and contribution to group performance |