YISHUN SECONDARY SCHOOL
Subject & Code: Lower Secondary Music Programme – iPad Band, Song Writing and Silent Movie
Level & Stream: Sec 2 Express / NA / NT

The Curriculum and Approaches to Learning	Key Programmes / Competitions
The Lower Secondary Music Programme – iPad Band, Song Writing and Silent Movie, is part of the school's Applied Learning Programme in Sonic Arts (Music, Media & Technology). All students will be given the opportunity to experience, be Involved in music-making and exposed to various genres and forms of music. Students will be given platforms to develop communication & collaboration Skills, social awareness and relationship management skills as they learn to interact and work with one another through group work or ensemble music-making. The nature of the iPad Band and Song Writing modules is to allow for musical and personal expression through an organic synthesis of musical theory, practical skills, and aural skills. Our planned curriculum requires all three aspects to be synthesized organically through practice. Through the teaching of English pop songs which most students already listen to, or like to some extent, students are able to immediately relate emotionally to the songs and aspire to emote through learning to perform the songs on the iPads or through written expression and singing. They learn to perform the song through theoretical understanding of the important key chords/harmonies used in pop songs, and acquiring, through practice, the necessary practical skills required to execute the chords accurately, with the right rhythm and tempo. The nature of the Silent Movie module is to allow for a deeper awareness and appreciation of the role of music and sound effects in visual media. Due to the pervasiveness of media in the 21st Century, every student has access to and has experienced visual media in the form of movies, TV programmes, advertisments, YouTube videos etc. Our planned curriculum requires students to cultivate a keen auditory sense and a vivid imagination through project work. Basic music technology skills are developed in the process of creating music and treating sound through the use of the music production software, GarageBand.	• Arts Education Assembly Programmes 　1. Modern Electronic Music with a Twist by Your Music Talents 　2. The Power of Music in Film by Good People Music 　3. Storytellers Through Song by Jack and Rai 　4. Music Arrangement Live by Eric Ng • Participating in Lunchtime Concerts as audience or performers • Collaboration with Literature Unit – Writing a rap and performing in an iPad band

Term / Week	Learning Experiences (chapter, activity)	Learning Outcomes & Assessment
T1W1 to T1W10	**iPad Band Module** • Drum rhythm patterns • Harmony: Keyboard and Guitar rhythm patterns • Playing in a band **iPad Band Module - Collaboration with Literature Unit**: • Rapping • Rapping with instruments	**Key objectives** • Perform in a group context, developing musical expression and performance techniques • Practice, rehearse and perform with awareness of different parts, the roles and contributions of different members of the group, the audience and venue • Create, develop and extend musical ideas by selecting and combining resources within musical structures, styles and genres • Communicate ideas and feelings about music, using expressive language and musical vocabulary to justify their opinions • Adapt their own musical ideas and refine and improve their own and others' work • Able to critique and provide constructive feedback for their own and others' performance(s) **Assessment:** 1. iPad Band • Performing an original rap with iPads
T2W1 to T2W5	**iPad Band Module** • Rehearsal of song cover • Performance of song cover	**Key objectives** • Perform in a group context, developing musical expression and performance techniques • Practice, rehearse and perform with awareness of different parts, the roles and contributions of different members of the group, the audience and venue • Create, develop and extend musical ideas by selecting and combining resources within musical structures, styles and genres • Communicate ideas and feelings about music, using expressive language and musical vocabulary to justify their opinions • Adapt their own musical ideas and refine and improve their own and others' work

		• Able to critique and provide constructive feedback for their own and others' performance(s) **Assessment:** 1. iPad Band • Performing a verse and chorus of a pop song with iPads
T3W1 to T3W7	**Song Writing** • Features of a pop song • Effective and appropriate lyric writing through themes • Rehearsing of original song through harmony and instrumentation • Performance of songs	**Key Obectives:** • Perform in a group context, developing musical expression and performance techniques • Practice, rehearse and perform with awareness of different parts, the roles and contributions of different members of the group, the audience and venue • Create, develop and extend musical ideas by selecting and combining resources within musical structures, styles and genres • Communicate ideas and feelings about music, using expressive language and musical vocabulary to justify their opinions • Adapt their own musical ideas and refine and improve their own and others' work • Able to critique and provide constructive feedback for their own and others' performance(s) **Assessment:** 1. Song Writing • Creation of original lyrics • Performance of original song in a group with an iPad or instrument
T3W8 to T4W2	**Silent Movie** • Role of music and sound effects in visual media (movies, advertisements, TV programmes etc.) • Using music technology: Loops, fade in, fade out, mixing • Texture of music: Melody, harmony, rhythm, sound effects • Refinement of project	**Key Objectives:** • Perform in a group context, developing musical expression and performance techniques • Practice, rehearse and perform with awareness of different parts, the roles and contributions of different members of the group, the audience and venue • Create, develop and extend musical ideas by selecting and combining resources within musical structures, styles and genres • Communicate ideas and feelings about music, using expressive language and

		musical vocabulary to justify their opinions
		• Adapt their own musical ideas and refine and improve their own and others' work
		• Able to critique and provide constructive feedback for their own and others' performance(s)
		Assessment:
		1. Silent Movie
		• Submission of a 45-second video with music and sound effects