

Topic/Project: Music and Me	Timescale: <u>Term 1</u> 6-7 lessons				
Learning Intentions/Outcomes <i>(lessons to begin with listening and end with a performance)</i>	Activities	Resources (including ICT)	Extension Activities / Homework	Assessment for Learning Opportunities	Cross Curricular Links (SMSCD, with other subjects)
Introduce the Music Department Routines Knowledge of the elements of music	Tour of Music department Rhythm and vocal work Explain and learn the elements of music Creation of song to learn elements	Elements of music powerpoint Songs notebooks	Learn elements of music (other related vocab)	Class discussion Questioning	Social: Use a range of social skills
Explain what a Graphic Score is Creation of group graphic score and composition Create and extend ideas	Warm up –elements of music Try interpreting score	Graphic score Notebooks and paper	Create and refine score	Assessment of graphic score Teacher and peer feedback	Social: Use a range of social skills Groupwork and discussion skills
Perform and assess Graphic Score	Warm up “Vocalise” Clip of “Stomp” Group performance of Graphic Scores. Rest of class to act as audience	Graphic Score New Music Matters (p.6) Percussion as decided by teacher	Practise score Add dynamics and staff notated ideas	Questioning Peer, self and teacher assessment	Moral: understand consequence of behaviour and actions (learning to listen to ideas of others)
Baseline Test (Song for Concert) To include part singing	Pupils complete baseline test in lesson Time given to revise	Notebooks – Baseline test	Revision of elements of music	Formative assessment Completion of EBI’s	Cultural: understanding and appreciation of wide range of cultural influences that have shaped their own heritage and those of others
To be able to identify the various Instruments of the Orchestra	Research instruments Look at examples of them and consider how they are played Pupils who play orchestral instruments to help demonstrate	Youtube –clips such as “Young Person’s Guide to the Orchestra” Britten	Posters on instrument of orchestra – how is sound produced, what is it made from? Example of music for the instrument		

Topic/Project: Samba!	Timescale: <u>Term 2</u>				
Learning Intentions/Outcomes	Activities	Resources (including ICT)	Extension Activities / Homework	Assessment for Learning Opportunities	Cross Curricular Links (SMSCD, with other subjects)
Recognize different note values –minim, crotchet, quavers Creation of simple rhythms	Perform simple rhythms Compose short rhythms in 4.4 and perform these	Rhythm cards Notebooks (percussion –if required)	Use of more challenging time signatures and dotted rhythms	Questioning Peer and self-assessment	Cultural: understanding and appreciation of the wide range of cultural influences
Learn how musical sounds can be manipulated into effective and predictable patterns and structures to reflect simple contexts by: Learning how to use patterns of sound to create a specific mood for a defined but basic expressive purpose.	Listening task – clip from Youtube. Introduce the djembe Three key features – call and response, question and answer, polyrhythm. Give opportunities to try out each one.	Youtube clip. Notebooks.	In small groups – students to be given a feature to listen for and discuss. (differentiated task) Students try to notate patterns. Use of polyrhythm grids.	Peer and teacher feedback	Cultural: understand, accept and celebrate diversity
Learn how Samba music is important to the community. Understand and know key features such as ostinato, call and response, improvisation	Introduction to Samba instruments and key features Workshop style approach	Youtube clips Music Matters 3 Powerpoint	More challenging rhythms Drummers to find and learn a Samba groove	Questioning Peer feedback	Cultural: interest in exploring, improving understanding of and showing respect for cultural diversity
To create a piece that uses the key features of samba To use self -evaluation, peer and teacher feedback to improve and refine work.	Warm up –rhythms –notated get students to perform Group activity	Instruments and Sheets	More challenging rhythms in warm up Grouping of students	Self and peer feedback	Spiritual: use of imagination and creativity in their learning Social: use of a range of social skills in different contexts
To assess and perform group composition To evaluate how effective their and others' compositions are.	Time to prepare for assessment Listen to and give feedback to each group Written evaluation (Ensure quality of written work)	Instruments Task sheets Evaluation questions	Assessment criteria Evaluation questions	Formative assessment Use of feedback to improve work	Spiritual: able to be reflective

Topic/Project: Keyboard Skills	Timescale: <u>Term 3</u>				
Learning Intentions/Outcomes	Activities	Resources (including ICT)	Extension Activities / Homework	Assessment for Learning Opportunities	Cross Curricular Links (SMSCD, with other subjects)
Be able to identify notes on the treble clef	Use of interactive white board resource to explain notation Use of more able students to explain and lead lesson.	IWB materials http://www.teachingideas.co.uk/music/namethatnote.htm	Student in teacher role. Student who know treble clef notation to look at bass clef.	Formative assessment of notation skills	Cultural: Understanding and appreciation of the wide range of cultural influences
Know the notes of the pentatonic scale and that it is used in Chinese Music Identify features of Chinese music. Can create and notate pentatonic melodies and use a drone. May have played a pentatonic piece and can demonstrate it.	Remind students that the focus of this unit is on Pitch and melody. Explain the pentatonic scale Create melodies and notate them	Keyboards Music Matters- examples of Chinese Music.	Demonstrate pentatonic music. Violinists – demonstrate a drone.	Discussion and peer feedback	Cultural: interest in exploring, improving understanding of and showing respect for cultural diversity
Can use the pentatonic scale to create a melody Can include a drone with the melody. They can create a melody that has shape. They can notate their melody accurately.	Play the pentatonic scale. –pair work to recap pitches. Students create a pentatonic melody Students perform pentatonic melody and self-assess their work. Youtube clip	Keyboards Staff manuscript Youtube clips: Virtual keyboard.	Use a wider range of features to shape melody. Experiment with harmony.	Self and peer assessment	Spiritual: use of imagination and creativity
Understanding on how pitches can be organised to create scales	Starter –working out various features of the keyboard. (label picture) Show the notes on the keyboard and how they are labelled.	www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/.../piano/	Experiment with different scales Add a two note drone	Teacher assessment	Spiritual: use of imagination and creativity
All: Can perform the melody line of Ode to Joy	Introduce and analyse the Ode to Joy melody (sheet) Work on performing Assessment of performance.	Keyboards Music Evaluation sheet.	Perform using both hands. Create more interesting chord rhythms.	Teacher and self-assessment	Cultural: understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others

Topic/Project: Timbre and Dynamics	Timescale: <u>Term 4</u>				
Learning Intentions/Outcomes	Activities	Resources (including ICT)	Extension Activities / Homework	Assessment for Learning Opportunities	Cross Curricular Links (SMSCD, with other subjects)
To know the various instruments of the orchestra To experiment with different timbres on the keyboard or instruments Identify instrument timbres and techniques when listening to music	Looking at instruments and completing sheet on how they are performed Find the different timbres on the keyboard Compare findings Listening work on YPGTO	Worksheet Instruments CD- Young Person's Guide to the Orchestra (Britten)	Students who play an instrument can perform and present their instruments	Summative assessment – discussion Questioning	Cultural: understanding and appreciation of the wide range of cultural influences
Understanding of how timbres can be changed to create an effect Introduction to Cubase Know what the different dynamics are Know what a glissando, pizzicato is	Model how to use the Cubase programme – Focus on – setting up, Changing programmes, Adding dynamics,	Cubase	Use of Garage band	Discussion Modelling how sound is produced	Cultural: understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
Apply knowledge of timbre and dynamics to create a programmatic piece Know how to record audio into Cubase	Create ideas for a programmatic piece Show students how to add audio	Cubase Instruments	Use of audio Use of effects	Modelling Cubase teacher feedback	Spiritual: use of imagination and creativity
Assess work so far Suggest improvements to own and others' work	Teacher Self and peer assessment Suggestions for how to further develop work Evaluation of composition	Cubase Instruments Booklets	More able to support others Looking at EA. Compositions	Formative assessment Applying peer and teacher feedback	Spiritual: use of imagination and creativity

Topic/Project: Pop Music	Timescale: <u>Term</u> 5&6				
Learning Intentions/Outcomes	Activities	Resources (including ICT)	Extension Activities / Homework	Assessment for Learning Opportunities	Cross Curricular Links (SMSCD, with other subjects)
Identify the key features of pop music To demonstrate the features of 80s, 90s and 2000s through performance Explain what a chord is	Whole class –singing through the song. Get the class to clap the main rhythms – quavers, off beat. Whole class to learn the chords. (Get students to assess what they know already and what they need to do)	Sheet Music, Lead Sheet CD	Students who can read music easily can lead groups and teach others.	Discussion Peer-feedback	Cultural: understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and others'
Perform the chords for an 80s song	Students to work on performance of song chords Introduce bass line, riff and groove	CD, sheets,	Students could go on to create their own Reggae songs.	Peer and self assessment	Cultural: understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and others'
Choose the various parts and combine them to make an 80s band	Work on performance Check learning and understanding of key terms – riff, groove, bassline Mini-plenary –listen to recording of the song – how accurate is our performance?	Sheet music CD Cubase	Use of Cubase to sequence Perform more challenging songs	Teacher feedback	Cultural: understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and others'
Assessment and evaluation of performance	Time to work on performance Peer, self and teacher assessment	Sheets Evaluation questions	Evaluation questions Role within performance	Formative assessment	Cultural: understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and others'
Introduction to Cubase	At least 2-3 lessons sequencing chords and tracks into Cubase Familiarisation with key features of Cubase	Cubase Chord sheets	Create a guide to using Cubase	Modelling Questioning	Spiritual: use of imagination and creativity