

Year 7 SOW MUSIC Autumn 1- rhythm

Year: 7	Topic/Theme: Rhythm / music performance	Unit Title: Rhythm	Term: Autumn 1
<p>Overview of SOW:</p> <p>Knowledge: Different types of percussion instrument and how they are played. The roll of music in different countries and cultures How music is structured The importance of rhythm within music</p> <p>Skills: <i>Performing</i> music as part of a group and individually, focussing on communication and independence skills Perform music from a variety of different styles, cultures and countries. <i>Compose</i> music based on the key elements of music from a variety of different styles, cultures and countries. <i>Appraise</i> music from a variety of different styles, cultures and countries. Identify key elements within different types of music</p> <p>End Point: Be able to play a variety of different percussion instruments focussing on call and response, improvisation and cross rhythm. You will be able to appraise and evaluate different styles of music from different countries and cultures and identify key features of the rhythm You will be able to compose your own music using the key rhythmic elements.</p>			
<p>Prior Learning: (Linked Topics) As this is the first topic in year 7 it is designed to be flexible for students that have received no previous music education.</p>	<p>National Curriculum Links: Performing, composing and appraising</p>	<p>GCSE (or A Level) AO Links:</p>	<p>Opportunities for mastery/stretch and challenge: Students will have the opportunity to participate in different roles within a group including leading, improvising and composing more advance rhythms. More able students will be expected to have an independent role within a group and perform complex and accurate rhythms.</p>
<p>Key words/Vocabulary: Names of percussion instruments Call and response Improvisation Rhythm Cross rhythm Poly rhythm</p>	<p>Personal Development & SMSC: through performing students will develop confidence and resilience. Through performances and evaluations students will learn respect.</p>	<p>Cultural Capital opportunities: Links to music from different countries, mostly Africa and the cultural importance and purpose of music within the community. Also how instruments are created and the importance of this in the community</p>	

Pulse Time signature Key Questions (product/process/developmental): What instruments are playing ? What rhythmic devices can be heard ? What is the purpose of the music? How does the music represent?	Low Stake Assessment: during various lessons students will complete listening exercises to gauge their ability to apply the knowledge while listening to music.	Group/Pair work opportunities: All lessons will include practical work where students are required to work within a group and independently.
	Formative Assessment/AFL: <i>(Pit stops/DIRT)</i> Recorded performance at the end of the topic. Throughout all lessons students will perform and be given feedback and opportunities for self and peer reflection.	Talking Points (oracy/discussion) opportunities: After listening to music and performances students are encouraged/expected to give feedback and discuss with appropriate subject specific language.
	Summative % Assessment links:	Cross Curricular links: Geography- world music Technology- the design or instruments

Week. Lesson	Objectives/ PLC	Activities	Assessment	Resources	Key words	Focus Group/ differentiation	Home learning
Week 1	To complete a baseline assessment, written and practical	Starter Books, seating plan, presentation guide, rules Main Baseline test and practical task Plenary Review skills from baseline assessment	Baseline Marked and put on tracker	Baseline assessment Books	Rhythm Melody Elements	Seating plan introduced.	Music rules
Week 2	Can tell the difference between pulse	Starter Body percussion cycle	Group performances at the end of	Power point	Rhythm Pulse	Mixed ability groups.	

	and rhythm and perform both I can keep a steady pulse within a performance I can perform more complex patterns in time with a group or on my own	Rhythm and pulse song Main X4 set rhythms- whole class, practice and rotate In groups of 4-6 compose own call and response patterns using 4 beat rhythms Plenary Group performances	the lesson. Verbal peer, self and teacher feedback on all group performances	Percussion instruments and beaters 1 each	Call and response	Teacher select groups. SEN/LA- Assist with 4 beat patterns, introduce sayings to help with rhythms MA- Leading role within the group	
Week 3	Read basic rhythmic patterns Perform 4/4 rhythmic patterns as a group and independently. To perform part of a cross rhythm	Starter Show rhythm notation, how to make 4 beats Main Practice and rotate the 4 rhythms Introduce cross rhythms by layering up in twos. In group of 4-6 create and perform a short piece of music using cross rhythms Plenary Perform pieces	Group performances at the end of the lesson. Verbal peer, self and teacher feedback on all group performances	Powerpoint Percussion instruments and beaters 1 each	Cross rhythm	Mixed ability groups. Teacher select groups. SEN/LA- Assist with 4 beat patterns, introduce sayings to help with rhythms MA- Leading role within the group	Tuned percussion instruments

<p>Week 4</p>	<p>Perform and compose a variety of 4 beat rhythms, improvise with confidence incorporating a variety of different patterns.</p>	<p>Starter Listening- write in books key features Main Practice and rotate the 4 rhythms Introduce Improvisation breaks In group of 4-6 create and perform a short piece of music improvisation Plenary Perform pieces</p>	<p>Group performances at the end of the lesson. Verbal peer, self and teacher feedback on all group performances</p>	<p>Powerpoint Percussion instruments and beaters 1 each</p>	<p>Improvisation</p>	<p>Mixed ability groups. Teacher select groups. SEN/LA- Assist with 4 beat patterns, introduce sayings to help with rhythms MA- Leading role within the group</p>	
<p>Week 5</p>	<p>To work as a group to compose a structured piece of music incorporating call and response, cross rhythms and improvisation</p>	<p>Starter Listening- write in books key features Main Practice call and response, cross rhythm and improvisation exercises. In group of 4-6 plan and practice a structured piece incorporating all of the rhythmic elements</p>		<p>Powerpoint Percussion instruments and beaters 1 each</p>	<p>Call and response Cross rhythm Improvisation Structure</p>	<p>Mixed ability groups. Teacher select groups. SEN/LA- Assist with 4 beat patterns, introduce sayings to help with rhythms MA- Leading role within the group</p>	<p>Untuned percussion instruments</p>

		Plenary What was your role in the group, what do you need to do to improve					
Week 6	To work as a group to compose a structured piece of music incorporation call and response, cross rhythms and improvisation To be able to identify my role within the group and suggest improvements.	Starter Listening- write in books key features Target for this lesson Main Practice performance with a focus on STRUCTURE Plenary Record performances	Record work- Data collection Mark on tracker	Powerpoint Percussion instruments and beaters 1 each	Call and response Cross rhythm Improvisation Structure	Mixed ability groups. Teacher select groups. SEN/LA- Assist with 4 beat patterns, introduce sayings to help with rhythms MA- Leading role within the group	

Week 7	Evaluate my own and other's work. Identify areas of strength and areas for development	<p>Starter Grading criteria, discuss key features</p> <p>Main Swapping books- Listen to recordings. Green pen WWW EBI for the book they have Swap books back, student to respond to feedback write biggest success and challenge.</p> <p>Plenary Biggest achievement during this topic</p>	Evaluate work from previous lessons Green Pen Peer assessment And SELF ASSESSMENT put on tracker	Recordings of work Level sheets	Call and response Cross rhythm Improvisation Structure	SEN- Teacher to support with writing in necessary	African percussion instruments
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HALF TERM

Year 7 SOW MUSIC AUTUMN TERM 2- story music			
Year: 7	Topic/Theme: Composition/keyboards skills	Unit Title: Story music	Term: Autumn 1
<p>Overview of SOW: Knowledge: The key elements of music including: pitch, tempo, dynamics, rhythm, melody and structure</p>			

<p>Notes on the keyboard How to structure and develop music effectively How to compose music to meet a specified occasion/purpose</p> <p>Skills: <i>Performing</i> music as part of a group and individually, focussing on communication and independence skills Perform music for a variety of different purposes to meet a given brief. <i>Compose</i> music based on the key elements of music from a variety of different styles, cultures and eras. <i>Appraise</i> music from a variety of different styles, cultures and eras. Identify key elements within different types of music</p> <p>End Point: Be able to create music incorporating a variety of different elements to suite a specified occasion/purpose. You will be able to appraise and evaluate different styles of music from different eras and cultures and identify the key elements within the music using correct vocabulary. You will be able to perform with confidence and begin to understand the workings of the keyboard. You will perform as part of a group and independently.</p>			
<p>Prior Learning: (Linked Topics) As this is the first keyboard based topic in year 7 it is designed to be flexible for students that have received no previous music education.</p>	<p>National Curriculum Links: Performing, composing and appraising. Music from key historical composers</p>	<p>GCSE (or A Level) AO Links:</p>	<p>Opportunities for mastery/stretch and challenge: students will be encouraged to incorporate as many different elements as possible into the composition.</p>
<p>Key words/Vocabulary: Sharp Flat Semitone Tone Purpose Representation Pitch, rhythm, dynamics, tempo, melody, harmony Key Questions (product/process/developmental): How does the music represent the specified purpose, using key vocabulary.</p>	<p>Personal Development & SMSC: through performing students will develop confidence and resilience. Through performances and evaluations students will learn respect.</p>	<p>Cultural Capital opportunities: Traditional western classical music from key composers.</p>	
	<p>Low Stake Assessment: during various lessons students will complete listening exercises to gauge their ability to apply the knowledge while listening to music.</p>	<p>Group/Pair work opportunities: All lessons will include practical work where students are required to work within a group and independently.</p>	

		Formative Assessment/AFL: (Pit stops/DIRT) Recorded performance at the end of the topic. Throughout all lessons students will perform and be given feedback and opportunities for self and peer reflection.			Talking Points (oracy/discussion) opportunities: After listening to music and performances students are encouraged/expected to give feedback and discuss with appropriate subject specific language.		
		Summative % Assessment links:			Cross Curricular links: History - works of key historical composers Development of modern music		
Week. Lesson	Objectives/ PLC	Activities	Assessment	Resources	Key words	Focus Group/ differentiation	Home learning
Week 1	Develop compositional skills. Create links between stories and music. Explore how music can be used to create dramatic effect.	Starter Listening extracts, describe or draw what music makes them feel Main Write own short story With a partner develop music to represent the story Plenary Performances of compositions. WWW WBI feedback	Performances during lesson Teacher, self and peer feedback	Powerpoint Keyboards	Melody Timbre Incidental music	Mixed ability groups	
Week 2	Understand how instruments are	Starter Listening extracts, describe or draw		Powerpoint Keyboards	Melody Timbre	Mixed ability pairings.	Story of Peer Gynt

	used to illustrate characters or settings Explore the role of incidental music within a visual context Understanding the connection between music and drama, and how one is used to illustrate the other	what music makes them feel Main Listen and discuss In The Hall of The Mountain King In pairs compose music to accompany The story Plenary Random selected pitstop performances over video			Incidental music	LA/SEN- Have storyboard to assist HA/MA- add additional scene	
Week 3	Compose and refine music to accompany a story. Develop musical ideas to represent the development of a story	Starter Listening extracts, Noah's Ark Main Target for development from last lesson. Practice composition Plenary All groups perform and record. In books write WWW EBI	Performances to class Self review- Green pen WWW EBI RECORD WORK	Powerpoint Keyboards Recorder	Melody Timbre Incidental music	Mixed ability pairings. LA/SEN- Have storyboard to assist HA/MA- add additional scene	
Week 4	To develop compositional skills to create	Starter	Mid point performances	Powerpoint keyboards	Melody Timbre Incidental music	Mixed ability groupings LA/SEN- have animal	Saint Seans profile

	music to represent a specific animal Explore how to use musical devices and elements to create a specific sound, atmosphere	Listening extracts, Carnival of the animals Main In pairs select animal, plan music with attention to timbre and structure Plenary Midpoint progress performances.				descriptions available MA-HA- incorporate multiple animals	
Week 5	Develop and refine animal composition paying specific attention to structure	Starter Listening extracts, Carnival of the animals Main In pairs select animal, plan development of music with attention to timbre and structure Plenary Midpoint progress performances.	Mid point performances	Powerpoint keyboards	Melody Timbre Incidental music	Mixed ability groupings LA/SEN- have animal descriptions available MA-HA- incorporate multiple animals	
Week 6	To complete and record animal composition ensure a variety of melodic, structural and dynamic development	Starter Listening extracts, Carnival of the animals Main Final target for practice. Plenary	RECORD WORK INPUT ON TRACKER DATA COLLECTION-mark work	Powerpoint Recorder	Melody Timbre Incidental music	Mixed ability groupings LA/SEN- have animal descriptions available	Graphic score of composition

		Record all work				MA-HA- incorporate multiple animals	
Week 7	Review and evaluate peer and own work. Identify strengths and areas for development in accordance with the level/mark scheme.	Starter Listening extracts, Carnival of the animals Main Swap books- complete WWW EBI for peer assessment while listening to recordings. In own books write biggest challenge and success.	GREEN PEN SELF and PEER EVALUATION	Powerpoint Keyboards Recordings of work LEVEL SHEETS	Melody Timbre Incidental music	SEN/LA- assist with writing if rrequired	

Year 7 SOW MUSIC SPRING TERM – Reggae

Year: 7	Topic/Theme: Composition/keyboards skills	Unit Title: Reggae	Term: Spring 1
<p>Overview of SOW:</p> <p>Knowledge: How and why reggae music was created. Who and when reggae music was started. The cultural influences and effects of reggae music The importance and influences of reggae music on modern music.</p> <p>Skills: To <i>perform</i> with accuracy a syncopated bass line with chords and melody. To <i>compose</i> music using the key features of reggae music To <i>appraise</i> reggae music and be able to identify the key feature while listening to the music.</p>			

<p>To perform independently and as part of an ensemble.</p> <p>End Point: Be able to describe the historical aspects of reggae and the importance of blues music in modern music</p> <p>To perform accurately key reggae features including a walking bass, chords and improvise a melody</p> <p>To identify chord structures within a piece of music</p> <p>To be able to play a syncopated rhythm to a melody</p>			
<p>Prior Learning: (Linked Topics)</p> <p>As this is the first keyboard based topic in year 7 it is designed to be flexible for students that have received no previous music education.</p>	<p>National Curriculum Links: Performing, composing and appraising. Music from different cultures</p>	<p>GCSE (or A Level) AO Links:</p>	<p>Opportunities for mastery/stretch and challenge:</p>
<p>Key words/Vocabulary: Syncopation Off beats Triads Chords Pitch, rhythm, dynamics, tempo</p> <p>Key Questions (product/process/developmental): How does the music represent the specified purpose, using key vocabulary.</p>	<p>Personal Development & SMSC: through performing students will develop confidence and resilience. Through performances and evaluations students will learn respect.</p>	<p>Cultural Capital opportunities: Links music to religion and political purposes.</p>	
	<p>Low Stake Assessment: during various lessons students will complete listening exercises to gauge their ability to apply the knowledge while listening to music.</p>	<p>Group/Pair work opportunities: All lessons will include practical work where students are required to work within a group and independently.</p>	
	<p>Formative Assessment/AFL: (Pit stops/DIRT)</p> <p>Recorded performance at the end of the topic. Throughout all lessons students will perform and be given feedback and opportunities for self and peer reflection.</p>	<p>Talking Points (oracy/discussion) opportunities: After listening to music and performances students are encouraged/expected to give feedback and discuss with appropriate subject specific language.</p>	

		Summative % Assessment links:			Cross Curricular links: History - Jamaican history Geography Politics Religion		
Week. Lesson	Objectives/ PLC	Activities	Assessment	Resources	Key words	Focus Group/ differentiation	Home learning
Week 1	Understand how reggae music evolved from earlier Jamaican music Develop keyboard skills Play a variety of chords in time with a melody Alter a rhythm to off beat	Starter Facts about Jamaica and Bob Marley Main Under the sea listening, reinforce syncopation and off beat rhythms Learn to play Merrily we roll along play song with syncopated rhythms plenary performances	Progress performances	Keyboards Merrily we roll along sheets	Syncopation Off beat Chords	Mixed ability groups SEN/LA-breakdown sheets HA-MA- full notation sheets available.	

Week 2	To identify beats, rhythm and instruments within a piece of music To perform using chords, off beats and syncopation	Starter National music listening Main I shot the sheriff listening Break down and practice sections with partners Plenary Mid point performances	Mid point performances	I shot the sheriff sheets	Syncopation Off beat Chords	Mixed ability groups SEN/LA-breakdown sheets HA-MA- full notation sheets available	History of Bob Marley
Week 3	Refine and develop performance. Identify target for self development. Perform a reggae piece with a partner with focus on syncopation	Starter Reggae music listening Main I shot the sheriff target self set from pervious lesson. Individual target focus Plenary Performances	Performances Self review WWW EBI	I shot the sheriff sheets	Syncopation Off beat Chords	Mixed ability groups SEN/LA-breakdown sheets HA-MA- full notation sheets available	
Week 4	To identify beats, rhythm and instruments within a piece of music To perform using chords, off	Starter Reggae music listening- vocal structure Main 3 little birds		3 little bird sheets	Syncopation Off beat Chords Structure	Mixed ability groups SEN/LA-breakdown sheets	Reggae sauce advert

	beats and syncopation Develop chord and melody playing	Identify sections. Using notation sheets select part to work on Plenary Mid point performances				HA-MA- full notation sheets available	
Week 5	Refine and develop performance. Identify target for self development. Perform a reggae piece with a partner with focus on syncopation	Starter Reggae music listening- chord Main 3 little birds Identify sections for development Plenary Record performances Swap books peer assess WWW EBI.	Performances PEER ASSESS- WWW EBI RECORD TRACKER DATA COLLECTION	3 little bird sheets Reggae level sheets	Syncopation Off beat Chords	Mixed ability groups SEN/LA- breakdown sheets HA-MA- full notation sheets available	

Year 7 SOW MUSIC SPRING TERM 2 BLUES

Year: 7	Topic/Theme: Blues	Unit Title: Blues	Term: Spring 2
<p>Overview of SOW:</p> <p>Knowledge: How and why Blues music was created.</p> <p>Who and when Blues music was started.</p> <p>The cultural influences and effects of blues music</p> <p>The importance and influences of blues music on modern music.</p> <p>Skills: To <i>perform</i> with accuracy and confidence a walking bassline, boogie woogie chords and an improvised melody.</p> <p>To <i>compose</i> music using the key features of blues music</p>			

To *appraise* blues music and be able to identify the key feature while listening to the music.
 To perform independently and as part of an ensemble.

End points: Be able to describe the historical aspects of blues and the importance of blues music in modern music
 To perform accurately key blues features including a walking bass, chords and improvise a melody
 To identify chord structures within a piece of music
 To be able to name sharp and flat notes on the keyboard

<p>Prior Learning: (Linked Topics) As this is the first keyboard based topic in year 7 it keyboard skills. Need to be able to identify sharps and flats on a keyboard</p>	<p>National Curriculum Links: Performing, composing and appraising.</p>	<p>GCSE (or A Level) AO Links:</p>	<p>Opportunities for mastery/stretch and challenge: different pieces of music will be provided at varying levels.</p>
<p>Key words/Vocabulary: Walking bass Chords Boogie woogie Improvisation Sharp Flat Semitone 12 bar blues Tone Key Questions (product/process/developmental): What key features of blues can be heard in the music? Using correct and subject specific vocabulary.</p>	<p>Personal Development & SMSC: through performing students will develop confidence and resilience. Through performances and evaluations students will learn respect.</p>	<p>Cultural Capital opportunities: History of blues links to the slave trade and cultural origins of the music. How blues music has influenced modern music</p>	
	<p>Low Stake Assessment: during various lessons students will complete listening exercises to gauge their ability to apply the knowledge while listening to music.</p>	<p>Group/Pair work opportunities: All lessons will include practical work where students are required to work within a group and independently.</p>	
	<p>Formative Assessment/AFL: (Pit stops/DIRT) Recorded performance at the end of the topic. Throughout all lessons students will perform and be given feedback and opportunities for self and peer reflection.</p>	<p>Talking Points (oracy/discussion) opportunities: After listening to music and performances students are encourages/expected to give feedback and discuss with appropriate subject specific language.</p>	

		Summative % Assessment links:		Cross Curricular links: History - slave trade			
Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions							
Week. Lesson	Objectives/ PLC	Activities	Assessment	Resources	Key words	Focus Group/ differentiation	Home learning
Week 1 12 bar blues	Explore the structure and key elements of blues music To perform a 12 bar blues chord structure	Starter Blues listening- key features in books Main Write chord structure and key chords in books Learn chords Add rhythm/ backing track to chords Plenary performances	Performances Self, peer, teacher verbal feedback	12 bar blues sheets	12 bar blues Improvisation	Mixed ability groups LA-SEN- single finger chords HA-MA- triads and inversion triads	History of blues

<p>Week 2</p> <p>Walking bass</p>	<p>To explore bass lines in blues music. To perform a walking bass in time with chords</p>	<p>Starter Bass line listening- importance of bass lines Main Write chord structure and key chords in books Learn chords Add rhythm/ backing track to chords Plenary performances</p>	<p>Performances</p>	<p>Walking bass sheets</p>	<p>Walking bass</p>	<p>Mixed ability groups LA-SEN- single finger chords HA-MA- triads and inversion triads- walking bass</p>	
<p>Week 3</p> <p>Highway blues</p>	<p>To explore different sections of a blues performance. To work on chord, melody, improvisation skills.</p>	<p>Starter Listening –all blues music key features. Highway blues listening Main Breakdown key areas of highway blues. Students so self select which part they will be focussing on. Plenary Mid point performances</p>		<p>Highway blues sheets</p>	<p>Walking bass 12 bar blues Improvisation</p>	<p>Mixed ability groups LA-SEN- single finger chords HA-MA- triads and inversion triads- walking bass</p>	<p>Blues artists</p>

<p>Week 4 Highway blues</p>	<p>To explore different sections of a blues performance. To work on chord, melody, improvisation skills.</p>	<p>Starter Listening –all blues music key features. Highway blues listening Main Breakdown key areas of highway blues. Students so self select which part they will be focussing on. Put parts together in groups Plenary Mid point performances</p>	<p>Performances</p>	<p>Highway blues sheets</p>	<p>Walking bass 12 bar blues Improvisation</p>	<p>Mixed ability groups LA-SEN- single finger chords HA-MA- triads and inversion triads- walking bass</p>	
<p>Week 5 Record</p>	<p>To explore different sections of a blues performance. To work on chord, melody, improvisation skills.</p>	<p>Starter Target for final session. Main Work on refining parts with a focus on timing and structure Plenary Record and evaluate performance</p>	<p>Record work WWW EBI self evaluation Mark and put on tracker</p>	<p>Highway blues sheets</p>	<p>Walking bass 12 bar blues Improvisation</p>	<p>Mixed ability groups LA-SEN- single finger chords HA-MA- triads and inversion triads- walking bass</p>	<p>Blues songs</p>

Year 7 SOW MUSIC Summer 1- VOCAL SKILLS

Year: 7	Topic/Theme: written notation	Unit Title: Vocal skills	Term: Summer 1
<p>Overview of SOW:</p> <p>Knowledge: How music can be notated How rhythms are written How the voice can be warmed up and the importance of warm up routines</p> <p>Skills: <i>Perform</i> music with accuracy relating to the written notation When <i>composing</i> you will learn how to notate your music to represent your musical intentions When <i>appraising</i> music you will be able to refer to the key elements and identify these on a musical score. You will develop music notation skills where you can represent your music through a musical score.</p> <p>End points: You will be able to perform from a graphic score You will be able to write a musical score that matches your music You will be able to identify and write a variety of different rhythms You will be able to follow and match musical scores to music from a variety of different styles.</p>			
<p>Prior Learning: (Linked Topics) This unit is designed to introduce music notation</p>	<p>National Curriculum Links: Performing, composing and appraising.</p>	<p>GCSE (or A Level) AO Links:</p>	<p>Opportunities for mastery/stretch and challenge: different scores available for students with varying ability. More able students will be encouraged to develop more complex scores.</p>
<p>Key words/Vocabulary: Score Notation Graphic notation Key Questions (product/process/developmental):</p>	<p>Personal Development & SMSC: through performing students will develop confidence and resilience. Through performances and evaluations students will learn respect.</p>	<p>Cultural Capital opportunities:</p>	

	Low Stake Assessment: during various lessons students will complete listening exercises to gauge their ability to apply the knowledge while listening to music.	Group/Pair work opportunities: All lessons will include practical work where students are required to work within a group and independently.
	Formative Assessment/AFL: (Pit stops/DIRT) Recorded performance at the end of the topic. Throughout all lessons students will perform and be given feedback and opportunities for self and peer reflection.	Talking Points (oracy/discussion) opportunities: After listening to music and performances students are encouraged/expected to give feedback and discuss with appropriate subject specific language.
	Summative % Assessment links:	Cross Curricular links: Art- musical notation / graphic scores

Week. Lesson	Objectives/ PLC	Activities	Assessment	Resources	Key words	Focus Group/ differentiation	Home learning
Week 1 Vocal warm up	To perform and create a variety of sounds and or songs to be used as a warm up exercise	<p>Starter Warm up brainstorm Sirening Tongue twisters</p> <p>Main Chicken tikka as a class In groups compose and perform own vocal warm up routine</p> <p>Plenary Performances</p>	Performances	Powerpoint	Vocal Warm up	Mixed ability groups SEN-LA- assistance with any writing if required HA/MA- create graphic scores for warm ups	Favourite singer

		Select group song for next lesson					
Week 2 Group song	To work as a group to develop vocal skills. To perform as part of a group displaying good vocal technique, breathing and voice control.	<p>Starter Selection of vocal warm up exercises from last lesson. Various students to lead.</p> <p>Main In groups selected last lesson work on choice of song. Every person in the group must have a singing role.</p> <p>Plenary Mid point performances</p>	Performances	Powerpoint Group lyrics and backing track	Breath control Vocal techniques Intonation Phrasing	Mixed ability groups SEN-LA- assistance with any writing if required HA/MA- create graphic scores	
Week 3 Group song	To develop voice control, breathing, intonation when singing and performing as part of a group. To perform, assess and reflect on performance	<p>Starter Different selection of vocal warm ups led by students</p> <p>Main Target from last lesson, each group/student to set individual target.</p> <p>Plenary Performances. Swap books peer WWW</p>	<p>RECORD WORK Green pen self and peer evaluation</p>	Powerpoint Lyrics and backing tracks	Breath control Vocal techniques Intonation phrasing	Mixed ability groups SEN-LA- assistance with any writing if required HA/MA- create graphic scores	Favourite band

		EBI self- challenges and success.					
Week 4 Duets	To work with a partner to perform a duet with exposed vocal lines.	Starter Different selection of vocal warm ups led by students Main Listen to examples of duets In pairs select a song they want to sing with a partner. Practice duets Plenary Mid point progress performances	Mid point progress performances	Power point lyrics	Breath control Vocal techniques Intonation phrasing	Mixed ability groups SEN-LA- assistance with any writing if required HA/MA- create graphic scores	
Week 5 Duets	To develop vocal techniques when singing as a duet. Have confidence to perform exposed lines within a song.	Starter Different selection of vocal warm ups led by students Main Target from last lesson to improve duet. Practice duets with attention to exposed lines Plenary Mid point progress performances	Mid point progress performances	Power point lyrics	Breath control Vocal techniques Intonation phrasing	Mixed ability groups SEN-LA- assistance with any writing if required HA/MA- create graphic scores	Favourite live performance
Week 6 Record Duets		Starter	RECORD WORK		Breath control	Mixed ability groups	

		<p>Different selection of vocal warm ups led by students</p> <p>Main Target from last lesson to improve duet. Practice duets with attention to exposed lines</p> <p>Plenary Record all and evaluate work</p>	<p>INPUT ON TRACKER DATA COLLECTION- mark work Green pen evaluation</p>		<p>Vocal techniques Intonation phrasing</p>	<p>SEN-LA- assistance with any writing if required HA/MA- create graphic scores</p>	
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Year 7 SOW MUSIC Summer 1- World Music

Year: 7	Topic/Theme: Scales within world music	Unit Title: Vocal skills	Term: Summer 2
<p>Overview of SOW:</p> <p>Knowledge: Different countries and their national music The role music plays in different cultures Different types of scales used within music The importance of harmony within music</p> <p>Skills: To <i>perform</i> with accuracy and confidence a two part pentatonic melody To <i>compose</i> music using a pentatonic scale To <i>appraise</i> music from different countries music and be able to identify the key feature. To perform an independent part within a group performance.</p> <p>End points: To be able to identify music from different countries and refer to the key elements Be able to perform music using different scales from a variety of countries</p>			

The be able to listen to different music and comment on the cultural influences and purpose. To compose music using different scales from different countries.									
Prior Learning: (Linked Topics) As this is the first keyboard based topic in year 7 it keyboard skills. Need to be able to identify sharps and flats on a keyboard		National Curriculum Links: Performing, composing and appraising.		GCSE (or A Level) AO Links:		Opportunities for mastery/stretch and challenge: different pieces of music will be provided at varying levels.			
Key words/Vocabulary: Scales Pentatonic Harmonic Harmony Structure Key Questions (product/process/developmental): What types of scales are used within the music How is the music structured?		Personal Development & SMSC: through performing students will develop confidence and resilience. Through performances and evaluations students will learn respect.		Cultural Capital opportunities: Purpose of music in different cultures and countries.					
		Low Stake Assessment: during various lessons students will complete listening exercises to gauge their ability to apply the knowledge while listening to music.		Group/Pair work opportunities: All lessons will include practical work where students are required to work within a group and independently.					
		Formative Assessment/AFL: (Pit stops/DIRT) Recorded performance at the end of the topic. Throughout all lessons students will perform and be given feedback and opportunities for self and peer reflection.		Talking Points (oracy/discussion) opportunities: After listening to music and performances students are encourages/expected to give feedback and discuss with appropriate subject specific language.					
		Summative % Assessment links:		Cross Curricular links: Geography- focussing on music from China and Malasia					
Week. Lesson	Objectives/ PLC	Activities	Assessment	Resources	Key words	Focus Group/ differentiation	Home learning		

Week 1 scales	To understand the origins and purpose of scales. To explore the creation of scales, compose and notate own scales	<p>Starter Listening- raga, scales and pentatonic – describe and discuss</p> <p>Main Explore notes on keyboard, how scales are created. Write and perform own scale</p> <p>Plenary Performances Notate scales</p>	Performances, verbal self, peer and teacher feedback	Powerpoint Notation sheets	Tone Semitone Scales	LA/SEN- support with notation and writing if necessary MA- notate scales on full manuscript	
Week 2 pentatonic scales China Town	To explore the structure of pentatonic scales, how music can be developed from a limited amount of notes.	<p>Starter Chinese music listening- describe use of notes, introduce PENTATONIC scales</p> <p>Main In groups select appropriate part from 'China town' Work with partner</p> <p>Plenary Progress performances</p>	Performances, verbal self, peer and teacher feedback	China town sheets	Tone Semitone Scales Pentatonic	SEN/MA- keys marked on keyboard Notes written on notation, part 3 is most basic MA- full notation with no marks, perform part 1- most challenging part.	Chinese music

<p>Week 3 Pentatonic China Town</p>	<p>To develop keyboard skills by performing a pentatonic piece of music with a partner. To work on timing when working in a group.</p>	<p>Starter Chinese music listening- describe use of notes Main Target for focus this lesson. continue to practice China Town with a focus on timing Plenary Performances. Swap books- peer assessments WWW EBI</p>	<p>Performances, Peer WWW EBI</p>	<p>China town sheets</p>	<p>Tone Semitone Scales Pentatonic</p>	<p>SEN/MA- keys marked on keyboard Notes written on notation, part 3 is most basic MA- full notation with no marks, perform part 1- most challenging part.</p>	
<p>Week 4 Pentatonic scales improvisation</p>	<p>To develop compositional and keyboard skills. Compose and use a pentatonic scale to create a complex composition.</p>	<p>Starter Modern listening- use of pentatonic scales, discuss how music can be developed from limited notes Main With a partner select and write 5 notes that their scale will be based on. Compose and practice creating a melody with these notes Plenary Melody performances</p>	<p>Performances, verbal self, peer and teacher feedback</p>	<p>powerpoint</p>	<p>Tone Semitone Scales Pentatonic</p>	<p>SEN/MA- keys marked on keyboard Notes written on notation, part 3 is most basic MA- full notation with no marks, perform part 1- most challenging part.</p>	<p>Japanese music</p>

<p>Week 5 practice</p>	<p>To develop compositional and keyboard skills. Compose and use a pentatonic scale to create a complex composition.</p>	<p>Starter Modern listening- use of pentatonic scales, discuss how music can be developed from limited notes Main Target for development from last lesson. Develop structure for composition Plenary performances</p>	<p>Performances, verbal self, peer and teacher feedback</p>	<p>powerpoint</p>	<p>Tone Semitone Scales Pentatonic</p>	<p>SEN/MA- keys marked on keyboard Notes written on notation, part 3 is most basic MA- full notation with no marks, perform part 1- most challenging part.</p>	
<p>Week 6 Record</p>	<p>To develop compositional and keyboard skills. Compose and use a pentatonic scale to create a complex composition.</p>	<p>Starter Modern listening- use of pentatonic scales, discuss how music can be developed from limited notes Main Target for development from last lesson. Develop ending Main Target from last lesson to improve work. Practice piece with attention to structure Plenary</p>	<p>RECORD WORK INPUT ON TRACKER DATA COLLECTION- mark work Green pen evaluation</p>	<p>Recorder Powerpoint</p>	<p>Tone Semitone Scales Pentatonic</p>	<p>SEN/MA- keys marked on keyboard Notes written on notation, part 3 is most basic MA- full notation with no marks, perform part 1- most challenging part.</p>	

		Record all and evaluate work						
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