

Subject: Music	Year: 7	Ability: Mixed
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Term / Date(s)	Term 1	Term 2	Term 3
Topic	Ukulele & Singing	World Music	Film Music
Topic overview Students will learn...	So that students have the opportunity to develop skills on a range of classroom instruments, they will learn how to play the ukulele. Through the study of this instrument, they will gain ensemble performance skills and so develop their confidence performing an instrument and singing in front of an audience. Students will develop their repertoire, so that they develop their knowledge of the features of popular music. They will also sing so that they have the opportunity to develop their voice.	West African Drumming: To enhance students' cultural capital and broaden their knowledge of musical traditions, students will study West African drumming. Through this unit, they will learn the djembe so that they have the opportunity to learn a classroom instrument, and show an understanding of the cultural context of world music. This unit also acts as an introduction to standard notation through learning rhythmic notation. To give students an introduction to composition, students will use their rhythmic notation knowledge to compose rhythms. North Indian Classical Music: To further enhance students' cultural capital and broaden their knowledge of different traditions, students will study North Indian classical music. Learning to use the raag, they will develop their keyboard and improvisation skills, while honing their ensemble performance skills by playing as a group alongside tabla and drone parts. Learning to play the raag will also reinforce students' standard notation skill.	Students will learn about the features of film music so they are able to use technology to compose their own music for film. To develop their understanding of the elements of music, they will learn about the features of film music through the elements. To develop their music technology skills, students will learn to program their music in a DAW. The unit will culminate in students producing the music for a film scene, which will enable them to demonstrate the compositional and music technology skills they have learned during the unit.
Golden Knowledge	<ul style="list-style-type: none"> Chords: what they are, how to play them Strumming: different strumming patterns Vocal warmup: how to warm up, posture The ukulele: parts, how to hold, rules Development of the ukulele 	<p>West African Drumming:</p> <ul style="list-style-type: none"> Rhythm values: the different rhythm values and how to perform them Composing rhythms: how to create 4 and 8-beat rhythms Bass, tone & slap Elements of music <p>North Indian Classical Music</p> <ul style="list-style-type: none"> Raag Drone Tal Improvisation: how to use the raag to improvise Standard notation: how to read and perform using standard notation 	<ul style="list-style-type: none"> Underscore: motif, chords, bassline Digital audio workstation: creating projects, creating tracks, programming, saving projects Composing chords: 1st – 3rd- 5th, arpeggios, inversions
Components	<p>So that all students access learning a range of instruments, students will learn chords and strumming patterns on the ukulele.</p> <p>Students will sing the repertoire they learn in whole-class and group settings so that they develop their ability to use their voices.</p> <p>Students will practice and perform repertoire together so that they develop their ensemble performance skills.</p> <p>Through ensemble work, students will be able to take an</p>	<p>West African Drumming: Students will develop their group ensemble skills by performing as a class, using percussion instruments. Students will recognise the different instruments found in world music through listening and performing, broadening their understanding of the cultural context of this musical style. Students will begin to understand the musical features found in world music, which they can apply to other styles and genres of music.</p> <p>North Indian Classical: To broaden their instrumental skills, students will learn how to play raag, tabla and drone parts, performing on the keyboard and drums. Students will learn the functions of the sitar, tabla and tambura, understanding the features of these instruments' parts, such as the tal, raag and drone, so that they have</p>	<p>Students will study the features of film music and apply this knowledge in listening tasks so that they retain this knowledge and can apply it to listening and composition tasks.</p> <p>Students will study the features of film music through the elements of music so that they have a thorough understanding of how music is organised.</p> <p>Lessons will focus on compositional tools, such as chords and bassline, to introduce students to key composition skills.</p> <p>Students will learn music technology skills in a DAW, such as programming</p>

	<p>active role in effective rehearsals.</p> <p>Students will have a good understanding of the features of popular music, particularly arrangement, chord progressions, tonality and rhythm, so that they develop their understanding of the elements of music.</p> <p>Students will continue to develop their listening skills by identifying the features of popular music in given examples.</p>	<p>a good understanding of a range of musical traditions.</p> <p>Students will identify features of North Indian music in listening examples to solidify this knowledge.</p> <p>Students will develop their ensemble, keyboard, notation and performance skills by working towards performances.</p>	<p>chords and basslines, to develop their music technology skills.</p> <p>Students will apply the elemental, compositional and technological skills they have learned in the creation of the underscore for a film scene.</p>
What students should already know (prior learning components)	<ul style="list-style-type: none"> Some students will have received ukulele lessons in primary school Some may also know ukulele from home Students should already have some primary experience of singing. Some students may have elements of music knowledge from transition day, 	<p>WAD: Students will already have knowledge of:</p> <ul style="list-style-type: none"> Some students will have taken part in percussion workshops in primary school so will have some experience playing as a group and certain associated skills, e.g. call & response. Ensemble performance and rehearsal skills from the previous unit <p>NI: Students will already have knowledge of:</p> <ul style="list-style-type: none"> Concept of rhythm from previous topic and first half of this unit Group performance skills from the previous topic 	<p>Students will already have a knowledge of:</p> <ul style="list-style-type: none"> What chords are and how they are made up Rhythm values from West African Drumming Notes of the keyboard from North Indian classical, as well as standard notation Features of the elements of music
Transferrable knowledge (skills)	<p>Developed ensemble performance skills, as well as rehearsal skills.</p> <p>Students will develop confidence performing through regular performances.</p> <p>Students will be able to apply their knowledge of chords from ukulele to an instrument.</p> <p>Students will develop their understanding of rhythm.</p> <p>Knowledge of pop music features.</p>	<p>WAD: Students develop ensemble performance skills, which they continue to build upon during other group ensemble projects, in subsequent units.</p> <p>Students will develop their listening and appraising skills by identifying techniques when listening to music.</p> <p>NIC: Developing keyboard skills which will continue to be used throughout key stage 3.</p> <p>Developing ensemble performance skills which will continue to be used throughout key stage 3.</p> <p>Students will practise their reading of standard notation through learning and improvising around the raag.</p> <p>Students will develop their improvisation skills by improvising around the raag.</p>	<p>Students will develop crucial DAW skills such as recording and editing MIDI, as well as more basic skills such as creating and saving projects.</p> <p>Students will develop their knowledge of the elements of music, which they will use throughout Key Stage 3 and into Key Stage 4.</p> <p>Students will learn compositional tools that underpin most music, such as chords and basslines.</p>
Key vocabulary pupil will know and learn	<p>Ukulele, plectrum, strum, riff, intro, verse, chorus, middle 8, outro, chord progression, major, minor, tonality, various rhythm terminology.</p>	<p>WAD: Ostinato, call and response, djembe, ostinato, semiquaver, quaver, crotchet, minim, semibreve, polyrhythm.</p> <p>NIC: Raag, tal, drone, sitar, tabla, tambura, improvise, scale, elements of music keywords</p>	<p>Leitmotif, dissonance, broken chord, ostinato, sustained notes, harmony, melody, rhythm, instrumentation, structure, Digital Audio Workstation, program, edit, timing, project, save, software instrument, underscore</p>
Assessment activities	<p>Continuous 'live' formative assessment within the lesson through ongoing verbal feedback each lesson of WWW and EBI to check students understanding of key vocabulary.</p> <p>Low stakes testing as part of starter activities to check students understanding of prior learning and new knowledge.</p> <p>Knowledge test to review knowledge of popular music/ukulele.</p> <p>Final ensemble performance.</p>	<p>Continuous 'live' formative assessment within the lesson through ongoing verbal feedback each lesson of WWW and EBI to check students understanding of key vocabulary.</p> <p>Low stakes testing as part of starter activities to check students understanding of prior learning and new knowledge.</p> <p>Knowledge test to review knowledge covered.</p> <p>Summative ensemble performances.</p>	<p>Continuous 'live' formative assessment within the lesson through ongoing verbal feedback each lesson of WWW and EBI to check students understanding of key vocabulary.</p> <p>Low stakes testing as part of starter activities to check students understanding of prior learning and new knowledge.</p> <p>Knowledge test to review knowledge covered.</p> <p>Summative assessment consisting of music composed to a film clip.</p>
Resources available	<p>"Next to Me" – Emile Sande "Don't Stop Believin'" Journey Ukulele Wednesdays Songbook</p> <p>Singing opportunities: All the songs learnt on ukulele will be accompanied by</p>	<p>WAD: Djembes</p> <p>West African drumming performance https://www.youtube.com/watch?v=kZHfmg1b4mc</p> <p>NIC: Various videos of authentic performances are contained in the PowerPoints. For</p>	<p>iMacs iPads MIDI keyboards/keyboards PPTs saved in area Film clip</p>

	voice.	example, a sitar, tabla and tambura performance featuring Anoushka Shankar.	
Notes	Through this unit, students gain understanding of popular music (in particular, structure and features e.g. riff) that will inform many of the units to come in KS3.	West African Drumming provides students with the opportunity to perform as an ensemble and learn a percussion instrument.	This topic is crucial in focussing on composition and music technology.
Why this topic is important...	Students will develop their ensemble rehearsal and performance skills.	It serves as a key introduction to standard notation, which is a key music skill that will be used throughout KS3.	Through focussing on composition, students get the opportunity to compose a developed section of music to a brief – considering mood, style, impact and how the elements of music can be used effectively. This will inform compositions later.
	Students have the opportunity to quickly learn an instrument to a good standard.	The topic introduces students to important musical features such as ostinato and polyrhythm, which are found in many pieces of music.	Through focussing on technology, students gain key technology skills, from file and project management, to developed, subject-specific skills such as MIDI editing. This will enable students to explore a much wider range of musical opportunities while providing them with technical skill.
	Students have the opportunity to sing and play an instrument.	This knowledge links directly to composition and will be utilised when students begin to compose in subsequent units.	The Film/TV industries are hugely profitable and large sectors with employment opportunities. By learning how to use the appropriate technology; developing the relevant skills; and learning the features of this music, students are learning valuable, practical skills that relate to industry practice.
		This topic is important because it broadens cultural capital by introducing students to a significant tradition and culture.	
		North Indian classical also functions as a crucial introduction to improvisation, in an authentic setting (the sitar/raag).	
		The topic builds on the keyboard technique learnt in previous units and builds upon standard notation.	