

Meden School Curriculum Planning

<b>Subject</b>	Music	<b>Year Group</b>	7	<b>Sequence No.</b>	1	<b>Topic</b>	Intro to Music
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Retrieval	Core Knowledge	Student Thinking
What do teachers need <b>retrieve</b> from students before they start teaching <b>new content</b> ?	What <b>specific ambitious knowledge</b> do teachers need teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to <b>development of our students thinking, encouraging them to see the inequalities around them</b> and 'do something about them!'
<p><b>Baseline knowledge: discover those who have had instrumental lessons and are further ahead in their musical journey.</b></p> <p>What is a pulse?            Can you keep a steady beat with your class?            Can you identify the elements of music?            What is a graphic score?            Where are the notes on the keyboard?            How do I use my fingers on the keyboards?            How can I use my fingers to play a piece?            How does dot notation work?            How do I read treble clef notation?</p>	<p><b>This is the bridging unit to cover pupils' work from Primary school. Some pupils will have had lots of quality music tuition and some pupils will have had limited music tuition during primary school.</b></p> <p><b>The aim of this unit is to introduce pupils to the musical elements, singing and piano which they will use during music lessons in KS3.</b></p> <p><b>Students are taught the knowledge and vocabulary required to access the KS3 music curriculum.</b></p> <p><b><u>Theory Knowledge – all students are taught knowledge of music theory</u></b>            Musical Elements  <b>Pitch:</b> how high or low a note is.  <b>Duration:</b> the length of the sound.  <b>Tempo:</b> the speed of the music.  <b>Timbre:</b> describes the unique sound or tone quality of different instruments.  <b>Texture:</b> how many instruments are playing and if they are playing the same part or different parts.  <b>Dynamics:</b> how loud or quiet the music/instrument is.  <b>Rhythm:</b> A series of sounds or notes of different lengths that create a pattern.</p> <ul style="list-style-type: none"> <li>• A rhythm usually fits with a regular pulse.</li> </ul>	<p>Abide with Me – Emily Sande Olympic opening ceremony</p> <p>Stripsody – cartoons and music.</p> <p>Earliest surviving English secular song. It's about the weather! Summer = health, winter = bugs and potentially death.  <a href="https://www.youtube.com/watch?v=KC1B9mJG6pU&amp;list=PLitQ2pP9mJejaotEZ9GeKs3dCGidbmVJD&amp;index=3">https://www.youtube.com/watch?v=KC1B9mJG6pU&amp;list=PLitQ2pP9mJejaotEZ9GeKs3dCGidbmVJD&amp;index=3</a></p> <p>Pavarotti, £275 million, Go compare popularity.  <a href="https://www.youtube.com/watch?v=cWc7vYjgnTs&amp;list=PLitQ2pP9mJejaotEZ9GeKs3dCGidbmVJD&amp;index=18">https://www.youtube.com/watch?v=cWc7vYjgnTs&amp;list=PLitQ2pP9mJejaotEZ9GeKs3dCGidbmVJD&amp;index=18</a></p> <p>African Americans in a film where they rarely were given a lead role.  <a href="https://www.youtube.com/watch?v=PSNPpssruFY&amp;list=PLitQ2pP9mJejaotEZ9GeKs3dCGidbmVJD&amp;index=19">https://www.youtube.com/watch?v=PSNPpssruFY&amp;list=PLitQ2pP9mJejaotEZ9GeKs3dCGidbmVJD&amp;index=19</a></p>

- Everyday sentences can be used to create rhythms.
- The patterns made by words create rhythms.

**Fluency:** Ensuring there are no gaps in your playing.

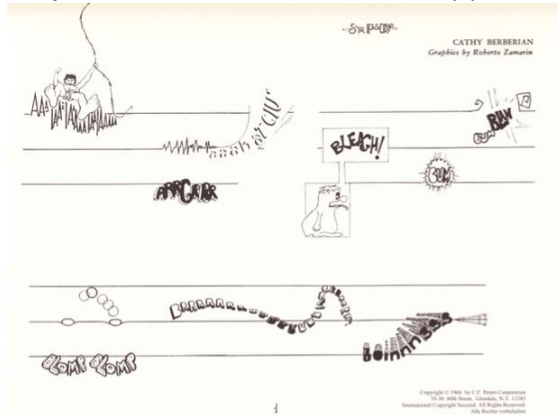
**Silence:** no sound at all.

**Compose:** Make up your own piece of music.

**Treble clef notation:**

**Stave:** A way of writing down music using lines and circles.

**Graphic Score:** music written down by pictures and symbols.



Hey Jude, written to Lennon's son after he left his mother for Yoko Ono. Using music to help through life's struggles.

<https://www.youtube.com/watch?v=bkApuQWCPdM&list=PLitQ2pP9mJejaotEZ9GeKs3dCGidbmVJD&index=55>

Setting pictures to music. These are pictures of animals.

<https://www.classicfm.com/discover-music/composer-setting-cat-dog-portraits-to-music/>

**Treble Clef symbol:** lines & spaces, recognising that notes are written on 5 lines or in 4 spaces.

notes on the staff.

**Bass:** the lowest notes in the music.

Tune, the part of the music that you sing along with.



### Lesson Knowledge

- Pass the beat around the room. Pupils understand knowledge about **pulse** and work on keeping a pulse with the whole class taking part and responsibility.
- Pupils understand knowledge of the **musical elements**. They identify them during different pieces of music and compose a piece to highlight the different elements and their understanding.

	<ul style="list-style-type: none"> <li>• Pupils listen to and read a <b>graphic score</b>. Pupils analyse what a graphic score is and how it is written down. Pupils then create their own graphic score and perform it to the class. Pupils look at what the <b>advantages and disadvantages of graphic scores are</b>.</li> </ul> <p>Advantages of graphic score</p> <ul style="list-style-type: none"> <li>• You don't need to worry about playing the correct note</li> <li>• You are free to interpret it how you want to</li> <li>• There is no right or wrong</li> </ul> <p>Disadvantages of graphic score</p> <ul style="list-style-type: none"> <li>• You have no idea what the composer really intended</li> <li>• Everyone could play it differently</li> <li>• It can be difficult choosing what to play</li> <li>• You don't know if you are playing it correctly or incorrectly</li> </ul> <ul style="list-style-type: none"> <li>• Pupils show understanding of new knowledge by identifying pieces of music from looking at <b>graphic scores</b>.</li> <li>• Pupils learn knowledge about <b>what white notes</b> are on the piano. They learn to identify them on the piano. Pupils learn to play a simple piece, using 5 notes that fit into the hand easily using all white notes. Pupils focus firstly on finding the notes, then using their fingers, then getting the <b>fluency and rhythm</b> right.</li> <li>• Pupils learn knowledge about how <b>dot notation</b> works in music. They learn that a dot higher up on the page means to play higher on the piano and a dot lower on the page means to play lower on the piano. They find which side is higher and which side is lower on the piano. They <b>compose</b> a piece and write it down using <b>dot notation</b>.</li> <li>• Pupils learn knowledge about how to read <b>treble clef notation</b>, just the white notes. Pupils identify the <b>stave</b>, that it has 5 lines and notes are represented by dots that sit either on a line or in a space. Pupils learn how to recognise the notes on the lines and in the spaces. Pupils practise working out the notes by playing guess the tune. Once pupils have worked out the notes, they play them on the piano and see if they can work out what the piece is.</li> </ul>	
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