

**Subject: Music      Year 7      Ability All**

Term / Date(s)	Half Term 1 or 2	Half Term 3 or 4	Half Term 5 or 6
<b>Topic</b>	Rhythm & Rap	<b>Ukulele skills</b>	<b>Keyboard skills</b>
Topic overview <b>Pupils will learn...</b>	Students will be introduced to basic rhythm notation & ostinato. They will work in groups to create & record the backing beat & lyrics for an environment rap.	Students learn basic ukulele skills through whole class & small group performance of a range of pop songs.	Students learn basic keyboard skills through a duet performance project including melody & improvisation.
<b>Components</b>	Ensemble skills are a key component of music making. Understanding and using notation are also fundamental. Students learn symbols and values for semibreve to semiquaver notes/rests which allows them to create & perform rhythmic parts now but will also help to access other traditional music in future work.	Performance skills on a classroom instrument are essential in engaging all students in music making. These include basic performance technique including chord shapes and strumming patterns which are the basis of playing the instrument. Students learn to play a range of 4 to 6 chords which gradually increase in complexity. This is enabled by study of chord notation on Tab grids & performance of a range of simple chord sequences allowing learners to play a range of pieces in this & future schemes.	Performance skills on a classroom instrument are essential in engaging all students in music making. These include basic performance technique including use of five fingers on the keyboard which accesses notes more quickly & smoothly. Students learn to play a c major scale, sports chants & Latin Jazz melody on keyboard which gradually increase in complexity. This is enabled by study of pitch notation on the Treble Clef, allowing learners to play a range of pieces in this & future schemes.
<b>What pupils should already know (prior learning components)</b>	Students will have a range of music making experience dependent on their primary provision or home setting. These may include playing/singing in groups & instrument specific skills.	Students will have a range of music making experience dependent on their primary provision or home setting. Some may have used ukulele before whilst others will be complete novices.	Students will have a range of music making experience. A few will have previously used the keyboard - for others this will be a new challenge aided by their developing understanding of notation from previous schemes.
<b>Transferrable knowledge (skills)</b>	Range of experience including devising in a group through collaboration with peers & confidence in presenting work through regular low stakes performance. Recognise and use basic notation of rhythm. Develop listening skills by listening to the rest of the group in ensemble work & answering questions on a range of pieces of music. Develop use of key terminology in discussing music & when self-evaluating.	Experience in rehearsing & performing with others. Develop instrument specific technique. Recognise and use basic notation of chords. Develop listening skills by answering questions on a range of pieces of music. Develop use of key terminology in discussing music & when self-evaluating.	Experience in rehearsing & performing with others. Develop instrument specific technique. Recognise and use basic notation of pitch. Develop listening skills by answering questions on a range of pieces of music. Develop use of key terminology in discussing music & when self-evaluating.
<b>Key vocabulary pupil will know and learn</b>	Performing , Composing, Pulse, Tempo, Rhythm, Semibreve, Minim, Crotchet, Quaver, Semiquaver, Ostinato	Chords, Chord sequence, Chord Tab, Fret, Strumming, Damping, Pick/Plectrum	Pitch, Treble Clef, Melody, Improvisation, Question & Answer
<b>Assessment activities</b>	Group performance of ostinato rhythms to assess ability to follow notation and remain in time within an ensemble.	Group performance of a pop song chord sequence to measure ability to play chord shapes accurately and in time with others.	Keyboard duet performance including a set melody & improvisation gauging ability to play notes accurately and with a sense of timing.

	Rhythm notation/musical maths quizzes to check understanding & memorising of the symbol names/values. Listening activities to gauge understanding of rhythm notation, the term ostinato & ability to identify instrument sounds.		Pitch notation quiz confirming understanding of the note names for all lines/spaces. Listening activity to confirm understanding of the term melody & ability to identify instrument sounds.
<b>Resources available</b>	Fresh Prince karaoke track for initial class rap activity. Youtube rap performances to exemplify structure and style of content for their group raps. Environment fact sheet/clips to improve the factual basis of students' lyrics. Logic sequencer to compile final group pieces.	Musical Futures chord playalongs to spend time strengthening chord hands and develop sense of timing/following a beat. 3 little birds/I'm yours/Don't worry playalong backing tracks to rehearse with as a class.	Youtube keyboard performances to exemplify improvisation and demonstrate performance possibilities. Coded Pitch Words activity Sports chants worksheet Arriba worksheet & backing track to prepare for assessment
Notes <b>Why this topic is important...</b>	This initial scheme serves as an icebreaker and an introduction to the three main skills students will be developing during KS3 Music. Students are introduced to standard rhythm notation which is essential in accessing future music making. Gaining confidence of performing in front of an audience & developing the ensemble skill of following the beat will also benefit future practical work. They are challenged to find a creative solution to the tasks set as good preparation for future work e.g. writing a protest song in Y9 or developing arrangements at KS4.	This early scheme allows students to become more familiar with use of notation which is essential in accessing future music making. Gaining confidence of performing in front of an audience & developing the ensemble skill of following the beat will also benefit future practical work. Developing individual Ukulele instrumental technique will also be used in the protest song scheme as a means of performance and composing.	This early scheme allows students to become more familiar with use of standard notation which is essential in accessing future music making. Gaining confidence of performing in front of an audience & developing the ensemble skill of staying in time with a group will benefit future practical work. Developing individual Keyboard instrumental technique will also be used in the protest song scheme as a means of performance and composing.