

Scheme of Work 2020 - 2021

Subject: Music

Year Group: 7
Specification: KS3

Lesson No	Topic & Objectives	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)	Stretch and Challenge – Extension Task	Planned Assessment	Homework or flipped learning resources DODDLE resources	Lit Num SMSC Codes
3/9/20 1	Building Bricks Introducing the Elements	Starter – Introduction, expectations, care of musical instruments and equipment and rules and routines in the Music Classroom. Core – Demonstrate each of the Elements of Music (Presentation) – pupils identify and record; Pupils create a short demonstration to illustrate one of the Elements of Music, performing back to the rest of the class who guess/identify the Element of Music being demonstrated. Plenary –Presentation or “The Musical Elements Lucky Dip Machine”	Memorise and recall the two forms of Articulation	Listening tasks Targeted Questioning Collaboration task Composition task Performing task	Building Bricks Homework activity pack page 2	Lit So6 Sp2 M2 C3 Sp5
7/9/20 2	Building Bricks Graphic Scores	Starter – recap the Elements of Music from lesson 1 and introduce Graphic Scores. Core – 1. Introduce ‘Dawn Interlude’ from Britten – follow graphic score and discuss use of Elements. 2. Pupils realise ‘Night Storm’ as a graphic score focusing on the elements of Dynamics and Timbre/Sonority using classroom instruments – groups perform to the rest of the class – invite peer feedback (WWW/EBI) Elements ‘Show Me’ Lucky Dip Machine”.	Introduce Articulation in the clock striking, clock ticking and door creaking parts in composing/performance	Listening tasks Targeted Questioning Collaboration task Composition task Performing task	Building Bricks Homework activity pack page 3	Lit So6 Sp2 M2 C3 Sp5

<p>14/9/20</p> <p>3</p>	<p>Building Bricks</p> <p>Chinese Music</p>	<p>Starter - keypad conundrums based on the elements of music.</p> <p>Listen to 'Peer Gynt Suite' by Edvard Grieg and pupils draw/sketch what they visualise. Recap on previous lessons content.</p> <p>Core - Listening to Chinese Music 1 & 2 for Graphic Score matching relating to Tempo, Dynamics and Articulation.</p> <p>Plenary – True/False questions based on graphic notation.</p>	<p>Describe the Timbres or Sonorities of some of the musical instruments you can hear in Chinese Music 1 & 2 extracts</p>	<p>Listening tasks</p> <p>Targeted Questioning</p> <p>Collaboration task</p> <p>Composition task</p> <p>Performing task</p>	<p>Building Bricks Homework activity pack page 4</p>	<p>Lit</p> <p>So6</p> <p>Sp2</p> <p>M2</p> <p>C3</p> <p>Sp5</p>
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<p>21/9/20</p> <p>4</p>	<p>Building Bricks</p> <p>Four Sea Interludes</p>	<p>Starter – activity from the Musical Contexts Building Bricks DOITNOW Presentation to revise and recap the Elements of Music.</p> <p>Core – 1. Think-Pair-Share – Stimuli for writing music – Starting points for composers writing a piece of music.</p> <p>2. Refer back to ‘Dawn Interlude’ – listen again and follow graphic score – introduce Britten’s stimuli for writing these pieces of music in the contexts of “Peter Grimes”. (“Four Sea Interludes” Presentation)</p> <p>3. Listen to ‘Sunday Morning’, ‘Moonlight’ and ‘Storm’ and discuss how Britten has used the Elements of Music to create different moods and effects depending on the titles of the movements/moments in the opera. (“Four Sea Interludes” Presentation)</p> <p>4. Baseline Composing Assessment Staged process – pupils prepare, select (Dawn, Sunday Morning, Moonlight or Storm), think, plan, rehearse, perform (record) and create a graphic score of their piece. (Worksheet or “Four Sea Interludes” Presentation)</p> <p>5. Baseline Responding/Evaluating/Reflecting Self-assessment of descriptive piece in terms of Elements of Music and how graphic score matched the performance</p> <p>Plenary - activity from the Musical Contexts Building Bricks PLENARY Presentation.</p>	<p>When rehearsing for performance, demonstrate how the elements of music have been manipulated, adapted and refined to achieve an intended effect.</p>	<p>Listening tasks</p> <p>Targeted Questioning</p> <p>Collaboration task</p> <p>Composition task</p> <p>Performing task</p> <p>Responding/evaluating and reflecting task</p>	<p>Building Bricks Homework activity pack page 5</p>	<p>Lit</p> <p>So6</p> <p>Sp2</p> <p>M2</p> <p>C3</p> <p>Sp5</p>
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<p>28/9/20</p> <p>5</p>	<p>Building Bricks</p> <p>Pictures at an exhibition</p>	<p>Starter – activity from the Musical Contexts Building Bricks DOITNOW Presentation</p> <p>Core – 1. Think-Pair-Share – Stimuli for writing music – Starting points for composers writing a piece of music.</p> <p>2. Introduce Mussorgsky and “Pictures at an Exhibition” – background, Hartmann and “Promenade” theme. Listen to “Promenade” theme and some of the movements from Mussorgsky’s “Pictures at an Exhibition”.</p> <p>3. “Promenade” theme – rhythm work and/or dictation – perform – add Elements of Music to performances.</p> <p>4. Baseline Composing Assessment Opportunity: Staged process – pupils prepare, select (their own image or artwork as a stimuli), think, plan, rehearse, perform (record) and create a graphic score of their piece.</p> <p>5. Baseline Responding/Evaluating/Reflecting Opportunity: Self-assessment of descriptive piece based on an image/artwork stimulus in terms of Elements of Music and how graphic score matched the performance (WWW/EBI)</p> <p>Plenary – activity from the Musical Contexts Building Bricks Presentation.</p>	<p>As a group or soloist, perform Mussorgsky’s “Promenade” or create your own class “Promenade” theme which could be played at the start and during various points of the class’s “Pictures at an Exhibition” performance.</p>	<p>Listening tasks</p> <p>Targeted Questioning</p> <p>Collaboration task</p> <p>Composition task</p> <p>Performing task</p> <p>Responding/evaluating and reflecting task</p>	<p>Building Bricks Homework activity pack page 6</p>	<p>Lit</p> <p>So6</p> <p>Sp2</p> <p>M2</p> <p>C3</p> <p>Sp5</p>
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<p>5/10/20</p> <p>6</p>	<p>Building Bricks</p> <p>Experimental Music</p>	<p>Starter – activity from the Musical Contexts Building Bricks DOITNOW Presentation</p> <p>Core – Go through the Experimental Music sheet and complete the tasks:</p> <ol style="list-style-type: none"> 1. Listen to a piece of experimental vocal music called Sequenza III written by the composer Luciano Berio. 2. Watch or listen to another piece of experimental vocal music called Stripsody by the same performer, Cathy Berbeian. 3. Create a short piece that shows the voice producing sounds, timbres and sonorities usually unexpected for them. 4. Complete the Evaluation sheet <p>Plenary – activity from the Musical Contexts Building Bricks Presentation.</p>	<p>Add some DYNAMIC MARKINGS e.g. <i>pp, p, mp, mf, f, ff, cresc. dim.</i> onto your graphic score to show how loud of soft different parts are to be performed?</p>	<p>Listening tasks</p> <p>Targeted Questioning</p> <p>Collaboration task</p> <p>Composition task</p> <p>Performing task</p>	<p>Building Bricks Homework activity pack page 7</p>	<p>Lit</p> <p>So6</p> <p>Sp2</p> <p>M2</p> <p>C3</p> <p>Sp5</p>
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<p>12/10/20</p> <p>7</p>	<p>Building Bricks</p> <p>Ode to Joy</p>	<p>Starter –activity from the Musical Contexts Building Bricks DOITNOW Presentation</p> <p>Core – 1. Introduction to Beethoven</p> <p>2. Listen to the elements of music in his 9th Symphony.</p> <p>3. Listen to an extract from his first movements of the symphony in more detail looking at the elements Dynamics, Pitch, Articulation, Texture and Tempo.</p> <p>4. Listen to an extract from his third movements of the symphony in more detail looking at the elements Dynamics, Pitch, Articulation, Texture and Tempo.</p> <p>5. Learning the Pitch and Duration to ‘Ode to Joy’</p> <p>6. Learn the correct fingering to be able to play ‘Ode to Joy’</p>	<p>Stretch and Challenge 1: Add Dynamics and Articulation to “Ode to Joy”</p> <p>Stretch and Challenge 2: Learning the next part of “Ode to Joy”</p>	<p>Listening tasks</p> <p>Targeted Questioning</p> <p>Collaboration task</p> <p>Composition task</p> <p>Performing task</p>	<p>Building Bricks Homework activity pack page 8</p>	<p>Lit</p> <p>So6</p> <p>Sp2</p> <p>M2</p> <p>C3</p> <p>Sp5</p>
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<p>19/10/20</p> <p>8</p>	<p>Building Bricks</p> <p>Theory - Dictation</p>	<p>Starter – activity from the Musical Contexts Building Bricks DOITNOW Presentation</p> <p>Core – 1. Mussorgsky’s “Pictures at an Exhibition” Listening to the Rhythm of the opening of the ‘Promenade’ theme – a mix of notes of long and short Duration. Students complete the missing notes on the rhythm score.</p> <p>2. Listen to the first two lines from Britten’s ‘Dawn Interlude.’ The first line has been shown using Graphic Notation –Complete the second line of the Graphic Score.</p> <p>3. Tempo, Dynamics and Articulation sheet. Students write in the missing letters to complete each Italian tempo marking.</p> <p>4. Organise the Italian tempo markings along the line in order from the slowest to the fastest</p> <p>Plenary –activity from the Musical Contexts Building Bricks PLENARY Presentation.</p>	<p>Add SLURS to the notes to show Legato Articulation and Dots over the notes to show Staccato Articulation</p>	<p>Listening tasks</p> <p>Targeted Questioning</p> <p>Collaboration task</p> <p>Composition task</p> <p>Performing task</p>	<p>Building Bricks Homework activity pack page 9</p>	<p>Lit</p> <p>So6</p> <p>Sp2</p> <p>M2</p> <p>C3</p> <p>Sp5</p>
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