

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
29/3/21	Easter					
05/4/21	Easter					
12/4/21 1	I've Got Rhythm Exploring Pulse and accents	<p>Starter – activity from the Musical Contexts I've Got Rhythm DOITNOW to introduce pulse/beat and rhythm – rhythm and clapping games to a regular pulse/groupings in a regular pulse.</p> <p>Core – 1. Clap/tap the regular pulse in a range of music from different times and places</p> <p>2. Listen to Stravinsky's "The Rite of Spring" following the graphic/rhythm score, clapping the different lines and emphasising certain irregular beats with accents.</p> <p>3. Perform "The Rite of Spring" as a class/groups maintaining a regular pulse either clapping or using untuned percussion.</p> <p>Plenary – I've Got Rhythm PLENARY with further rhythm and clapping games.</p>	Distinguish between pulse/beat and rhythm when listening, performing and composing music.	<p>Listening tasks</p> <p>Targeted Questioning</p> <p>Collaboration task</p> <p>Composition task</p> <p>Performing task</p>	I've Got Rhythm Homework activity pack page 2	<p>Lit</p> <p>So6</p> <p>Sp2</p> <p>M2</p> <p>C3</p> <p>Sp5</p>

<p>19/4/21</p> <p>2</p>	<p>I've Got Rhythm</p> <p>Exploring Rhythm grid notation</p>	<p>Starter – activity from the Musical Contexts I've Got Rhythm DOITNOW Presentation to revise pulse/beat and rhythm – rhythm and clapping games, rhythm grids to “realise” or introduce rests.</p> <p>Core – Pulse Piece – Introduce rhythm grid notation by devising a 4-part, 8-beat rhythm grid adding four 'beats' to clap on for each part, dividing the class into 4, rehearsing each line individually and then putting these together to form a polyrhythmic texture. Allow pupils to create their own “Pulse Pieces” either through clapping or using untuned classroom percussion.</p> <p>2. Add accents (from lesson 1) or turn some beats into two half beats.</p> <p>3. Rehearse and perform to the rest of the class</p> <p>Plenary – activity from the Musical Contexts I've Got Rhythm PLENARY Presentation.</p>	<p>Identify more complex levels of pulse when listening to music from different times and places.</p>	<p>Listening tasks</p> <p>Targeted Questioning</p> <p>Collaboration task</p> <p>Composition task</p> <p>Performing task</p>	<p>I've Got Rhythm Homework activity pack page 3</p>	<p>Lit</p> <p>So6</p> <p>Sp2</p> <p>M2</p> <p>C3</p> <p>Sp5</p>
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<p>26/4/21</p> <p>3</p>	<p>I've Got Rhythm</p> <p>Exploring Polyrhythms and ostinatos</p>	<p>Starter – activity from the Musical Contexts I've Got Rhythm DOITNOW Presentation to revise pulse/beat and rhythm – rhythm and clapping games.</p> <p>Core –1. Talking Drums – Music theory to be introduced at this point including note values and bars and bar lines (relate to lessons 1 & 2A/B).</p> <p>2. Introduce Talking Drums as a 4-part polyrhythmic piece based on Ostinatos.</p> <p>3. Rehearse and perform as a class/groups.</p> <p>4. Listen to music based on a regular pulse/ostinatos – “Checking the Pulse” and/or “The Viennese Musical Clock”.</p> <p>5. Teach pupils conducting patterns in 2, 3 and 4 time and/or Music Theory and/or Dictation.</p> <p>Plenary – activity from the Musical Contexts I've Got Rhythm PLENARY Presentation.</p>	<p>Use rhythm grid notation to record ideas when composing and performing.</p>	<p>Listening tasks</p> <p>Targeted Questioning</p> <p>Collaboration task</p> <p>Composition task</p> <p>Performing task</p>	<p>I've Got Rhythm Homework activity pack page 4</p>	<p>Lit</p> <p>So6</p> <p>Sp2</p> <p>M2</p> <p>C3</p> <p>Sp5</p>
<p>3/5/21</p> <p>4</p>	<p>I've Got Rhythm</p> <p>Exploring Curry House rhythms</p>	<p>Starter – activity from the Musical Contexts I've Got Rhythm DOITNOW Presentation to revise pulse/beat and rhythm – rhythm and clapping games.</p> <p>Core –1. Curry House Rhythms – Identify certain items on a “Take Away Menu” through rhythms, take “orders” through rhythm, perform curry house rhythms into cyclic rhythms, ostinatos and polyrhythms.</p> <p>2. Listen to further pieces of music and try conducting in different time signatures.</p> <p>Plenary – activity from the Musical Contexts I've Got Rhythm PLENARY Presentation.</p>	<p>Explain why rhythm is important in organising music.</p>	<p>Listening tasks</p> <p>Targeted Questioning</p> <p>Collaboration task</p> <p>Composition task</p> <p>Performing task</p>	<p>I've Got Rhythm Homework activity pack page 5</p>	<p>Lit</p> <p>So6</p> <p>Sp2</p> <p>M2</p> <p>C3</p> <p>Sp5</p>

<p>10/5/21</p> <p>5</p>	<p>I've Got Rhythm</p> <p>Exploring junk percussion rhythms</p>	<p>Starter – activity from the Musical Contexts I've Got Rhythm DOITNOW Presentation to introduce junk percussion as a genre for rhythm-based music.</p> <p>Core –1. Weapons of Sound – Listen to “Fish Bucket” and identify rhythmic musical features.</p> <p>2. Follow graphic score of “Tommy” while listening/watching.</p> <p>3. Perform “Tommy” creating own ‘junk ostinato’ rhythm.</p> <p>Plenary – activity from the Musical Contexts I've Got Rhythm PLENARY Presentation.</p>	<p>Identify more complex rhythm patterns including irregular time signatures.</p>	<p>Listening tasks</p> <p>Targeted Questioning</p> <p>Collaboration task</p> <p>Composition task</p> <p>Performing task</p>	<p>I've Got Rhythm 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>17/5/21</p> <p>6</p>	<p>I've Got Rhythm</p> <p>Rhythms of the Underground</p>	<p>Starter – activity from the Musical Contexts I've Got Rhythm DOITNOW Presentation</p> <p>Core – 1. Can be done as a class or groups: choose a line on the London Underground (use a Tube Map), select some names of stations with interesting rhythms (between 6-12).</p> <p>2. Chant and clap the name of these rhythms to establish a rhythm pattern for each and decide which order the station name rhythms will be sequenced in.</p> <p>3. Try writing down the rhythms using words, rhythm grid notation or musical notes.</p> <p>4. Decide on an appropriate time signature (2, 3, or 4 beats in a bar depending on the chosen rhythms).</p> <p>This "Underground Music" rhythm piece can be clapped, or the rhythm transferred to untuned classroom percussion with or without the station name chanting.</p> <p>5. A finished graphic score or rhythm grid can be refined to complete the piece.</p> <p>6. This process can also be done using other stimuli – fruits and vegetables, items on a McDonald's menu, names of teachers or subjects in school etc.</p> <p>Plenary – activity from the Musical Contexts I've Got Rhythm PLENARY Presentation.</p>	<p>Use single line rhythm notation utilizing basic note values and symbols effectively when performing and composing.</p>	<p>Listening tasks</p> <p>Targeted Questioning</p> <p>Collaboration task</p> <p>Composition task</p> <p>Performing task</p>	<p>I've Got Rhythm 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>24/5/21 7</p>	<p>I've Got Rhythm</p> <p>Exploring Kitchen rhythms</p>	<p>Starter – activity from the Musical Contexts I've Got Rhythm DOITNOW Presentation (e.g. STOMP! Videos or Kitchen Sounds) Core –1. The Kitchen – Explore how rhythms can be created from objects found in a kitchen.</p> <p>2. Pupils create their own junk-percussion rhythm piece based on sounds (and sound sources) found in a kitchen including rhythmic features such as ostinato, cyclic rhythm and polyrhythms.</p> <p>3. Rehearse, perform and evaluate.</p> <p>Plenary – activity from the Musical Contexts I've Got Rhythm PLENARY Presentation.</p>	<p>Take on a leading role when performing and composing rhythmic music as part of a group e.g. performing on own instruments or counting the group in establishing a level of pulse/beat appropriate to the performance.</p>	<p>Listening tasks</p> <p>Targeted Questioning</p> <p>Collaboration task</p> <p>Composition task</p> <p>Performing task</p>	<p>I've Got Rhythm Homework activity pack page 8</p>	<p>Lit</p> <p>So6</p> <p>Sp2</p> <p>M2</p> <p>C3</p> <p>Sp5</p>
<p>31/5/21</p>	<p>Half Term</p>					
<p>7/6/21</p>		<p>Drama</p>				
<p>14/6/21</p>		<p>Drama</p>				
<p>21/6/21</p>		<p>Drama</p>				
<p>28/6/21</p>		<p>Drama</p>				
<p>07/7/21</p>		<p>Transition Year 8</p>				
<p>12/7/21</p>		<p>Transition Year 8</p>				