



Content - Big ideas

Rotation 1 : Elements of Music (Rhythm/Signs and Symbols/Melody/Dynamics) Keyboard Skills Part 1

BIG question : What different elements can I hear in music?

Learning outcome: Students explore the different elements of music including; rhythm, pulse, melody (tune), dynamics (Volume) and timbre (type of sound). They will be able to repeat and improvise rhythmic patterns, recognise then play from rhythm notation symbols and finally, notate their own simple rhythms. Students will understand rhythm notation names and start playing famous melodies on the keyboards and the different Italian names for dynamics (Volume).

- **Music elements: Rhythm and Pulse**– Understand the difference and use and create their own.
- **Basic Notation**– Crotchet, Quaver, Minim, Semiquavers, bar, time signature, barline and rests.
- **Music elements: Melody** – Use voice and keyboards to demonstrate melodies.
- **Keyboard skills (Part 1)**- Introduction to keyboard function and pattern of layout.

Rotation 2 : Elements of Music (Timbre or Instrument Sounds/Pitch/Melody/Scales)

Keyboard Skills Part 2

BIG question: How do we make music interesting?

Learning outcome: Still exploring the different musical elements students will explore timbre (type of sound), pitch (high to low), melody and scales. Students will be able to recognize major, minor and chromatic scales and play 3 different melodies associate with these scales. They will explore listening to the sound of an orchestra and the different timbre or sound that each instrument has. Student will need to start identifying aurally the individual sounds of instruments.

- **Timbre**– Identifying different types of instrument sounds by ear (aurally)
- **Pitch**– Spotting high to low sounds and describing what they can hear.
- **Musical Elements: Melody and Scales**– Using patterns of tones and semitones.
- **Dynamics**– Italian words for different levels of volume.
- **Keyboard skills (Part 2)**- Using keyboard skills to play melodies.

Prior learning

Students will need to have a base understanding of **simple addition** and **fractions** to calculate note lengths and values. Students will need to know the **alphabet** and its order to better read and play the notes on the piano. Students will need to have a past knowledge of natural beats in **English (syllables)** to compare to note patterns.

Global/IOM/Subject Links

Links to other subjects

Biology with pulse, Geography with links to around the world, Technology with mechanics of instrument, Physics with soundwaves.

Links to Global picture

Music is universal and part of humanity all over the world in the context of wedding, funerals, sport ceremonies. Also the idea of music surrounds us in entertainment. Link to Spring 2020 Lockdown without the arts.

Links to IOM

Genres of music and live music they may have been part of, or experienced. Year 7 have a music transition morning and will be exposed to real life music musicians performing.

Subject specific skills development

Groupwork – students will be asked to work in groups to create a small composition using percussion instruments which will be performed in front of the class.

Leadership- students will have the opportunity to lead the group in performance and rehearsals.

Problem solving- students will be tasked to figure out note values and group them correctly into sections of 4 beats.

Self reflection – students will be asked to reflect on each of their performances and review what they could have done better