

Holy Family Catholic School – Faculty of **Music** **Autumn Term 1** **Year 7**

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
Lesson 1 Week 1 Elements of Music	• Pitch • Dynamics • Instruments • Acapella • Elements of Music	To be able to sing different instruments of the vocal mashup as a group.	What is pitch? What is Rhythm? (KS2)	✓ Correct pitches ✓ Correct rhythms (length of notes) ✓ Fluent (without stopping) ✓ In time with the pulse ✓ Project your voice	How do we describe volume? (loud, quiet) What instruments can you hear in this song? (piano, guitar, voice)	Red Zone: Students will be performing the 4-chord Vocal Mashup fluently as a class ensuring they are projecting their voices and singing the correct pitches and rhythms
Lesson 2 Week 2 Elements of Music	• Pitch • Dynamics • Instruments • Acapella • Elements of Music • Beatboxing	To be able to add beatboxing to the vocal mashup as a group.	What is pitch? What is Rhythm? (KS2) What is dynamics?	✓ Correct pitches ✓ Correct rhythms (length of notes)	How do we perform the bass/brass/guitar part of the 4 chord vocal mashup?	Red Zone: Students will be performing the 4-chord Vocal Mashup

				✓ Fluent (without stopping) ✓ In time with the pulse ✓ Project your voice		fluently as a class ensuring they are projecting their voices and singing the correct pitches and rhythms or beatboxing using the correct vocal sounds.
Lesson 3 Week 3 Elements of Music	• Pitch • Dynamics • Instruments • Acapella • Elements of Music • Beatboxing	To be able to independently lead a performance of the vocal mashup as a small group	What is pitch? What is Rhythm? (KS2) What is dynamics? How do we sing effectively? How do we beatbox effectively?	✓ Correct pitches ✓ Correct rhythms (length of notes) ✓ Fluent (without stopping) ✓ In time with the pulse ✓ Project your voice	What do we need to do to be able to lead a performance?	Red Zone: Students will be leading small group rehearsals of the 4-chord Vocal Mashup fluently ensuring they are projecting their voices and singing the correct pitches and rhythms or

						beatboxing using the correct vocal sounds.
Lesson 4 Week 4 Elements of Music	• Pitch • Dynamics • Instruments • Acapella • Elements of Music • Beatboxing	To be able to independently lead a performance of the vocal mashup as a small group ready for an assessment	What is pitch? What is Rhythm? (KS2) What is dynamics? How do we sing effectively? How do we beatbox effectively?	✓ Correct pitches ✓ Correct rhythms (length of notes) ✓ Fluent (without stopping) ✓ In time with the pulse ✓ Project your voice	What do we need to do to be able to lead a performance? How do we perform the different parts of the vocal mashup?	Red Zone: Students will be leading small group rehearsals of the 4-chord Vocal Mashup fluently ensuring they are projecting their voices and singing the correct pitches and rhythms or beatboxing using the correct vocal sounds.
Lesson 5 Week 5 Elements of Music	• Pitch • Dynamics • Instruments • Acapella	To be able to understand how we can improve our vocal mashup	What is pitch? What is Rhythm? (KS2)	✓ Correct pitches ✓ Correct rhythms	How do we ensure that the different parts of the vocal mashup are fluent, in time and are accurate?	Red Zone: Using teacher feedback,

	• Elements of Music • Beatboxing	performance as a small group.	What is dynamics? How do we sing effectively? How do we beatbox effectively?	(length of notes) ✓ Fluent (without stopping) ✓ In time with the pulse ✓ Project your voice		students will be thinking critically and applying changes to their small group rehearsals of the 4-chord Vocal Mashup. They will ensure that they are performing fluently, projecting their voices and singing the correct pitches and rhythms or beatboxing using the correct vocal sounds.
Lesson 6 Week 6	• Rhythm • Crotchet • Quaver	To be able to show understanding of how we	What is rhythm? (KS2)	✓ Correct rhythms (length of notes)	How do we perform the different note values?	Red Zone: Students will be clapping

Elements of Music	• Semi-Quaver • Minim • Semibreve • Pulse	perform different note values in music.	What are the elements of music? How do we perform fluently?	✓ Fluent (without stopping) ✓ In time with the pulse ✓ Change of dynamics	How many beats does a Semibreve/ minim/ crotchet/ quaver/ semi-quaver last for?	different rhythms as a small group ready for a rhythm performance
Lesson 7 Week 7 Elements of Music	• Rhythm • Crotchet • Quaver • Semi-Quaver • Minim • Semibreve • Pulse	To be able to show understanding of how we compose using different note values.	What is rhythm? (KS2) What are the elements of music? How do we perform fluently?	✓ Correct rhythms (length of notes) ✓ Fluent (without stopping) ✓ In time with the pulse ✓ Change of dynamics	How do we perform the different note values? How many beats does a Semibreve/ minim/ crotchet/ quaver/ semi-quaver last for? What are the different ways we can create a sound without instruments?	Red Zone: Students will be starting their rhythm compositions as a small group using the different type of note values ready for a rhythm performance
Lesson 8 Week 8 Elements of Music	• Rhythm • Crotchet • Quaver • Semi-Quaver • Minim • Semibreve • Pulse	To be able to show understanding of how we compose using different note values.	What is rhythm? (KS2) What are the elements of music?	✓ Correct rhythms (length of notes) ✓ Fluent (without stopping) ✓ In time with the pulse	How do we perform the different note values? How many beats does a Semibreve/ minim/ crotchet/ quaver/ semi-quaver last for?	Red Zone: Students will be continuing their rhythm compositions as a small group using the different

			How do we perform fluently?	✓ Change of dynamics	What are the different ways we can create a sound without instruments?	type of note values ready for a rhythm performance
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