Music Plan

Term 3

Carousel KS3 (week 1 – 8)

Year 7	Learning intentions (what can a student do at the end of the lesson)	Lesson 2 Learning intentions (what can a student do at the end of the lesson)	Lesson 3 Learning intentions (what can a student do at the end of the lesson)
Weeks 1 & 2 Y7_Topic 1 - RHYTHMIC NOTATION	**Students will be introduced to Music at HFCS.** **In order for students to be assessed in terms of prior knowledge they will sit a baseline test.** • Understand Score Notation Treble Clef • will be able to name all notes and give their numerical values.	• Understand rhythmic notation performance • Will be able to name all notes and give their numerical values.	• Can perform in a group with confidence and with little mistakes. • Will perform their group performance based on a stimulus to the rest of the class. • Understand peer assessment and how to accurately and effectively assess their peers.
Weeks 3 & 4 Y7_Topic 2 - NOTATION PROJECT	• Draw an outline of my hand & written the correct musical notes in the correct positions. I • Can name all note pitches on the stave.	• Can perform a fluent & confident piano piece. Develop and rehearse techniques that are not hesitant with no pitch- notation and rhythmic-timing issues.	• Can perform to the class a fluent & confident piano piece. • Have performed their group performance based on a stimulus to the rest of the class. • Understand peer assessment and how to accurately and effectively assess their peers

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Weeks 5 & 6 Y7_Topic 3 - REMIX PROJECT	• *Learners will understand the concept of a 'Remix' & be introduced to the 'Garageband' project.* • *Learners will start their 'REMIX' project.* • can *arrange* and *structure* <u>six</u> (audio clips) files into an *interesting* and *successful* **extended** remix arrangement that includes **multiple sections** *(i.e. intro, verses, drop-downs, outro, etc.)*	• *Understand how to build a 'Backing Track Remix' based around an 'Acapella'.* • can *construct an interesting* and successful backing track based around an acapella with suitable **tempo**, **melody** and **multiple sections** *(i.e. intro, verses, drop-downs, outro, etc.)*	• *Will to develop and finish their 'Remix' task & 'Backing Track Remix Acapella' task.* • have *constructed* **two** *interesting* and *successful* **extended** remix arrangements that include **tempo**, **melody**, **multiple sections** *(i.e. intro, verses, drop-downs, outro, etc.)* and **dynamic variation**.
Weeks 7 & 8 Y7_Topic 4 - PODCASTING	• Explain new project - 'Podcasting Radio Show' • Student to begin writing script for 'Podcasting Radio Show' • have written a successful Podcasting script, with **varied** content, including **multiple themes, wide-ranging topics** and have **rehearsed** script ready for recording	• Student to complete script writing for 'Podcasting Radio Show' • Students to **record** Podcasts using Garageband software. • have recorded a successful Podcast radio show with **varied** content, **multiple themes** & **wide-ranging topics**	• Student to develop, improve and complete script writing for 'Podcasting Radio Show' • Understand peer assessment and how to accurately and effectively assess their peers. • have recorded a successful Podcast radio show with **varied** content, **multiple themes** & **wide-ranging topics** using audio editing techniques.

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Weeks 9 & 10 Y7_Topic 5 Composition project	**Composition Project Lesson 1** Students will be composing & recording their own song using Chords and Melody. Students will understand how to put triad chords together and a chord progression. • Play four different triad chords. Practice changing from one chord to another. Try recording your chord progression into Garageband (use a loop if it helps). Try writing another section for your music using a different chord progression	**Composition Project Lesson 2** Students will compose a simple melody to fit over your chord progression. • Practice playing your melody! Improvise (what works well?) Try – Repetition/Conjunct & disjunct movement/Riffs Record your melody over your chord progression.	**Composition Project Lesson 3** Students will finish 'composition' and complete booklets. • Students should have a chord progression and melody recorded into Garageband finish composition ready for assessment.

Year 8/9	Lesson 1 Learning intentions (what can a student do at the end of the lesson)	Lesson 2 Learning intentions (what can a student do at the end of the lesson)	Lesson 3 Learning intentions (what can a student do at the end of the lesson)
Weeks 1 & 2 **Y8_Topic 1 - MUSICAL THEATRE**	• Give a definition of what you think musical theatre is? • Can name several famous musicals? • Understand Why songs written in musical theatre? • What themes musicals have	• Understanding of the basics of characterisation and 'elements of music' found in musicals • Start musical theatre performance piece.	• Have performed their group performance based on a stimulus to the rest of the class. • Understand peer assessment and how to accurately and effectively assess their peers
Weeks 3 & 4 **Y8_Topic 2 - BLUES MUSIC 1**	• Introduction to 'Blues Music' Composition Project • Will be introduced to 'chords' (block, broken and arpeggios) and the '12bar chord progression'. • Be able to play the 12 bar blues chord progression using both block and broken chords quite confidently.	• Recap on 'Blues' task. • Recap using 'Right hand' chords • Introduce the 'left hand • Will be introduced to Block Chords, Arpeggios and Syncopation	• Recap on 'Blues' task. • Recap using 'Right hand' chords & 'left hand' bass line. • Working as a partner • Have performed their group performance based on a stimulus to the rest of the class. • Understand peer assessment and how to accurately and effectively assess their peers.

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Weeks 5 & 6 Y8_Topic 3 - BLUES MUSIC 2	• Understanding of what devising techniques are used in Blues Music. • Can play 12 bar blues and bass line with a partner very confidently and with fluency.	• Understanding of a use of improvisation in Blues Music • Can play 12 bar blues and bass line with a partner very confidently and with fluency.	• Have performed their group performance based on a stimulus to the rest of the class. • Understand peer assessment and how to accurately and effectively assess their peers.
Weeks 7 & 8 Y8_Topic 4 - FILM MUSIC	• Will be adding sound effects & music to a silent film. • can successfully structure multiple 'sound effect' files to a silent movie, that are arranged appropriately, positioned correctly in time and used in an interesting way. I have added my own effects	• Will clarify how 'sound tracks' are effectively used in film and television. • Have composed a musical soundtrack that effectively suits the mood and pace of my chosen film, taking into consideration <u>most</u> elements of music	• Have *composed* a *musical soundtrack* that effectively suits the *mood* and *pace* of my chosen film, taking into consideration <u>most</u> *elements* of music • Understand peer assessment and how to accurately and effectively assess their peers.

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Weeks 9 & 10 Y7_Topic 3 - WM (African) PROJECT	World Music (Indian music) • Learners will be introduced to the **'World Music'** Project (L1 African music). Learners will start their 'World Music' **Composition.**	World Music (Indian music) • Learners will continue their **'world Music' Composition** (L2 African music).	World Music (Indian music) Learners will be **assessed** on their **'World Music'** (African music) **Composition.** Understand peer assessment and how to accurately and effectively assess their peers.