

Holy Family Catholic School – Humanities & Creative Arts

Music

Autumn Half Term 1

Year 7

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Red Zone
Lesson 1 Week 1 To explore the elements of music	The elements of music Rhythm Melody Harmony Structure Pitch Tempo Texture Timbre Dynamics Duration Silence	The Elements of music	Do you have any prior musical learning or understanding?	The performance is structured using a plan that you have made together and includes various sounds from the ‘place’ you have chosen. The Soundscape can be identified by the sounds you are making. You can explain which elements of music you have tried to use.	<u>Red Chat:</u> Small group discussion where students will share ideas during red chat and the beginnings of your plan will become clearer. <u>Red Zone:</u> As part of a small group, create a soundscape for either a city, farm or seaside. You should try to consider the elements of music in your work and include at least four of them in your performance.
Lesson 2 Week 2 To explore and attempt some A Capella music	A Capella Vocal Warm up Pitch Tempo Rhythm Dynamics	Vocal technique & A Cappella music	Can you name some of the elements of music?	You understand why you should do a vocal warm up before singing You can explain what ‘A Cappella’ means You have attempted to sing at least two different ‘A Capella’ parts You are beginning to manipulate your voice to create various sounds used in ‘A Cappella’	<u>Red Chat:</u> Discussion about the purpose of a vocal warm up – feedback as whole class with some reasons. Students encouraged to use vocabulary from previous and current lesson in explanations. <u>Red Zone:</u> Students independently prepare and reproduce a short A Cappella version of a given song which has been taught to the whole class first as a ‘We Do’.
Lesson 3 Week 3 To learn appropriate rehearsal techniques and some basic notation	A Capella Vocal Warm up Pitch Tempo Rhythm Dynamics Rehearsal	Effective rehearsal	What does A Cappella mean?	You have continued to develop your A Cappella work from the previous lesson. Improvements can be explained and heard in your work. A short, small group or whole class performance is achieved. You can attempt to play or clap some basic notation with some success.	<u>Red Chat:</u> Cumulative class discussion to establish some approaches to support effective rehearsal. Teacher to support with questioning to develop student responses. Red Chat will end when the class has collaboratively created a list of rehearsal ideas on the board. <u>Red Zone:</u> In small groups students will create a rehearsal plan, before starting to rehearse their A Cappella song which they started prepping in previous lesson.

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Lesson 4 Week 4 To learn about the origins of the Djembe and create an Ostinato using basic notation	Djembe Africa Ostinato Repeat Rhythm Tempo	What is a Djembe? What is an Ostinato? Basic stave notation	How can you rehearse your performance effectively? Explain some useful rehearsal techniques	You know what a Djembe is and where it comes from. You can explain what an Ostinato is by giving a rhythmic example. You can create & perform some rhythms written with basic notation.	<u>Red Chat:</u> Students are asked to complete the questions about the Djembe as they watch an information clip. Then share and discuss their answers for each question with a partner. Try to spot any differences and discuss who you think is correct and why. <u>Red Zone:</u> Students will create 3 different Ostinatos on the Djembe using basic notation.
Lesson 5 Week 5 To compose rhythms using a call & response structure & include 2 different djembe techniques	Rhythm Call & Response Djembe Tempo Bass Tone Slap Dynamics	Call & Response Djembe Techniques (3 sounds) Basic stave notation	What is a Djembe? Where does a Djembe come from? What is an Ostinato?	You can play at least 2 of the Djembe techniques (Bass, Tone, Slap) You can create a call & response style rhythm with a partner. You can create & perform various rhythms using basic notation.	<u>Red Chat:</u> Students are asked to discuss what they have learned so far with a partner, then feedback in a whole class discussion – spider diagram on the board. <u>Red Zone:</u> Students create a call & response pattern of rhythms, incorporating at least 2 of the Djembe techniques and some dynamic changes.
Lesson 6 Week 6 To compose polyrhythms using basic notation & include at least 2 djembe techniques	Polyrhythm Bass Tone Slap Rhythm Dynamics Tempo	What is a Polyrhythm? Djembe Techniques (3 sounds) Basic stave notation	How does ‘call & response’ structure work? Can you read some basic rhythms?	You can play and identify all 3 Djembe techniques (Bass, Tone, Slap) You have attempted to create a polyrhythm. (May be differing levels of success)	<u>Red Chat:</u> Students are given the word ‘Polyrhythm’ and asked to discuss what they think it means. Ideas shared after 2 minutes discussing. <u>Red Zone:</u> Students create a polyrhythm of their own using basic notation. Focus on timing for this activity, as this is the first time that their parts should fit together.
Lesson 7 Week 7 To prepare for your assessed performance	Rehearsal Ostinato Call & Response Polyrhythm Tempo Dynamics Bass Tone Slap	Effective rehearsal for assessed performance	What is a polyrhythm? Can you name all 3 Djembe techniques/sounds?	To have a complete planned performance ready by the end of the lesson. This should be written down and clear about who’s roles are who’s within the group.	<u>Red Chat:</u> Students to recap and collaboratively share what makes an effective rehearsal. <u>Red Zone:</u> In their small groups, students will complete the plan for their assessed performance. Students should try to include as much as possible from our learning on the Djembes and Elements of music. (Bass/Tone/Slap techniques, Basic notation rhythms, use of dynamics & tempo changes, Ostinatos, Call & Response and a Polyrhythm)

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Lesson 8 Week 8 To complete your assessed performance	Ostinato Call & Response Polyrhythm Tempo Dynamics Bass Tone Slap	Musical Assessment/Perform ance	What are the 3 main rhythmic devices we have learned this half term?	To have completed your assessment and peer assessments of other group performances in the lesson.	<u>Red Chat:</u> Students discuss and share reasonable behaviour and what should be seen from ‘the audience’ while a group is performing. <u>Red Zone:</u> In their small groups, students will complete their assessed performance.