

# Holy Family Catholic School – Humanities & Creative Arts

## Music

## Autumn Half Term 1

## Year 8

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Red Zone
<b>Lesson 1 Week 1</b> To recap basic notations and start composing my own short rhythms	Tempo Rhythm Timing Crotchet Quavers Semiquavers	Using Rhythmic notation	Can you clap any of these simple rhythms? What do you remember from last year? Can you explain?	You can correctly clap or play basic rhythms and create new rhythms of your own using basic notation symbols.	<u>Red Chat:</u> What do you think is best way to approach creating a new rhythm? Students will consider this question, feedback their ideas and the teacher will tie in with success criteria.  <u>Red Zone:</u> Students must spend time notating (Writing the symbols) their new rhythms, before practicing being able to play them.
<b>Lesson 2 Week 2</b> To create rhythms with a call & response structure with some dynamic changes	Tempo Rhythm Timing Crotchet Quavers Semiquavers Call & Response Dynamics (pp, p, mp, mf, f, ff) Crescendo Diminuendo	What is Call & Response?  Using Dynamics  Using Rhythmic notation	Why is timing important in a piece of music? How can you make your timing as accurate as possible?	To have attempted a call & response structure with rhythms that you have created yourself and attempted to add dynamics.	<u>Red Chat:</u> How can you plan to change the volume throughout your performance? Students consider the question and feedback as whole class. The aim is to introduce crescendo and diminuendo in this conversation. Perhaps other dynamics too. (pp, p, mp, mf, f, ff)  <u>Red Zone:</u> Students create their call & response patterns, rehearsing to be able to do them correctly. Later they will add dynamics into them – applying knowledge introduced in the red chat part of lesson.
<b>Lesson 3 Week 3</b> To create Ostinatos and start planning a performance including call & response	Rhythm Timing Call & Response Ostinato Performance Rehearsal technique	Rehearsal technique  What is an Ostinato?  Planning a performance	What Call & Response?  What are Dynamics?	You have started to create a rhythmic performance which includes an ostinato (repeated rhythm) and a call and response section.	<u>Red Chat:</u> Discuss the meaning of the word ‘Ostinato’ (repeated pattern) and ask students to collaboratively show some ideas we can join as a whole class.  <u>Red Zone:</u> Students create a performance with 2 sections; 1. Ostinato 2. Call & Response (They can structure this however they decide- allowing creativity and some differentiation by outcome/ability level)
<b>Lesson 4 Week 4</b> To add dynamic and change the tempo within the performance you are planning for	Tempo Rhythm Timing Call & Response Dynamics Ostinato Performance Rehearsal technique	Adding Dynamics  Changing the tempo  Planning a performance	How does an Ostinato work?  What word could you use to describe an Ostinato?	You have rehearsed your planned performance and developed this further by adding at least one change in dynamics and a tempo change.	<u>Red Chat:</u> How could a change in tempo be shown to the group to help everyone understand? Students will discuss this question and make a plan of how to do this. Teacher to suggest ‘counting in’ or tapping the tempo first.  <u>Red Zone:</u> Students complete the task of developing their performances to include dynamics and tempo change. Then rehearse these additions.

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<b>Lesson 5 Week 5</b> To add a polyrhythm section to your performance and continue to rehearse your plan so far.	Tempo Rhythm Timing Call & Response Dynamics Ostinato Polyrhythm Performance Rehearsal technique	What is a polyrhythm?	What is a good way to make sure everyone in your group knows what the tempo is before you start?	You have rehearsed your planned performance and developed this further by learning about and adding a section that uses a polyrhythm which you have also created.	<p><u>Red Chat:</u>            What does the pre-fix ‘poly’ mean. Can you think of other examples that use it? (e.g. Polygon – shapes)            To get students to understand that ‘poly’ means lots of, or several.</p> <p><u>Red Zone:</u>            Students rehearse creating a polyrhythm, which has been modelled to the class and attempted as a whole class version before they got into smaller groups. Students will also add in their existing work from previous lessons to create a longer performance.</p>
<b>Lesson 6 Week 6</b> To create a final plan for your performance, attempting to include all aspects learned so far.	Tempo Rhythm Timing Call & Response Dynamics Ostinato Polyrhythm Performance technique	Planning a performance	What is a polyrhythm?	You have finalised and rehearsed your planned performance, attempting to include all the rhythmic devices we have learned about. (Call & Response, Ostinato, Polyrhythm) and also included some of the elements of music (mainly tempo and dynamics).	<p><u>Red Chat:</u>            Students discuss ideas of how to present their visual scores for their final performance. Use of A3 paper will promote collaborative working within their groups.</p> <p><u>Red Zone:</u>            Students complete their performance plan and rehearse this, ensuring all aspects have been covered.</p>
<b>Lesson 7 Week 7</b> To prepare for your assessed performance using effective rehearsal techniques	Tempo Rhythm Timing Call & Response Dynamics Ostinato Performance Rehearsal technique	Effective rehearsal	What could be another name for ‘Call & Response’	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.	<p><u>Red Chat:</u>            What do we look for in an effective rehearsal?            What should an effective rehearsal look like?            What should we see in an effective rehearsal?            Students feedback in a class discussion and a checklist for effective rehearsal is produced on the board.</p> <p><u>Red Zone:</u>            Students complete their final rehearsal for their assessed performance next lesson – trying to ensure their rehearsal is as effective as possible.</p>

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<b>Lesson 8 Week 8</b> To complete your assessed performance	Tempo Rhythm Timing Call & Response Dynamics Ostinato Polyrhythm Performance Rehearsal technique	Musical Assessment/Perfor mance	Explain some aspects of an effective rehearsal	To have completed your assessment and peer assessments of other group performances in the lesson.	<u>Red Chat:</u> What should an audience do during a performance? Students discuss in pairs first, then feedback to the class, to establish expectations during performances.  <u>Red Zone:</u> Students complete their assessed performance.