

Year 7: Exploring the Elements

Year	7
Title	Exploring the Elements
Stage and objective of understanding (Identify and Integrate)	<p>Pupils will:</p> <ul style="list-style-type: none"> Learn about the elements of music, focusing on rhythm, structure, dynamics, tempo and texture Learn how to use the elements in the music that they perform or create Learn about song structure, and how it can vary when the song is sung differently by different artists
Context (matched to stage of understanding)	Learning how the elements can be used to enrich, enhance and vary music; learning how vital structure is in music and how pop song structure can be varied.
Conventions, processes and procedures (matched to stage of understanding)	<p>Learning that the key characteristics of the elements are:</p> <ul style="list-style-type: none"> To enrich and enhance music To make music more expressive To make music more varied and therefore more interesting <p>To learn good singing skills</p>
Focus of practical experience	Performing rhythm performances and a rhythm composition; singing a number of short songs, and 2 main longer ones (<i>Only You</i> and <i>Let It Be</i>); researching the voice and The Beatles song <i>Let It Be</i> .
Features of musical elements	<p>Rhythm: knowledge and understanding of pulse vs. rhythm; knowledge and understanding of how to vary rhythm</p> <p>Structure: knowledge and understanding of pop song structure</p> <p>Dynamics: knowledge and understanding of <i>forte</i>, <i>piano</i>, <i>mezzo forte</i>, <i>mezzo piano</i>, <i>fortissimo</i>, <i>pianissimo</i>,</p> <p>Tempo: knowledge and understanding of <i>allegro</i>, <i>adagio</i> and <i>moderato</i></p> <p>Texture: knowledge and understanding of unison and harmony, and how to vary texture and the effects of this</p>
Skills	<p>Teamwork: Performing songs as a group, both in unison and in harmony; performing rounds, and to apply their new knowledge and understanding of the elements of music to their performances. Self-evaluation and teacher assessments used to signpost improvement.</p> <p>Creativity/teamwork: In groups, pupils will be composing short pieces of music using various instruments, designed to showcase an understanding of the musical elements. Complete creative freedom is given for pieces to be developed. Peer-evaluation and teacher assessments used to signpost improvement.</p>
Expected outcome of understanding	<p>Pupils will show their understanding of the elements of music by being able to identify them when listening to music, and by being able to use them in their performances.</p> <p>They will understand pop song structure, and how to identify it in songs they listen to.</p> <p>All pupils will be starting to demonstrate this understanding; some will be secure in their understanding; and a few will be starting to move beyond this understanding.</p>
Expected outcome of knowledge and skills	<p>Knowledge</p> <p>All pupils will know what the elements of music are used for, and will be able to define some of them; they will know the difference between a verse and a chorus.</p> <p>Some pupils will know what the elements of music are used for and will be able to define most of them; they will know the difference between a verse and a chorus and a middle 8.</p> <p>A few pupils will know the definitions of the elements of music, including the ones we aren't focusing on; they will know the full details of pop song structure and be able to describe it clearly.</p> <p>Skills</p> <p>All pupils will be able to use dynamics in their singing; will be able to identify the pulse in music and clap a rhythm.</p> <p>Some pupils will be able to use dynamics and tempo in their singing and identify the elements when listening to a song; will be able to clap a steady pulse and a number of different rhythms.</p> <p>A few pupils will be able to identify and talk about the elements that they can hear in detail; will be able to clap</p>

	back more complicated rhythms and make up their own more complicated rhythms.
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Learning objective	Core activities	Learning outcome
LESSON ONE: Introduction to the Elements of Music		
<ol style="list-style-type: none"> 1. To learn about the following elements of music: rhythm, dynamics, tempo and texture 2. To learn about the difference between pulse and rhythm 3. To develop their listening skills in a 'Don't Clap Me' rhythm game 4. To develop their group work and performance skills by learning to perform a rhythm piece in groups of 4 5. To develop their composition skills by creating their own rhythm piece in their group for performance at the end of the lesson 	<p>Pupils listen to and discuss the use of different elements of music in musical examples.</p> <p>They then focus on rhythm and pulse, learning the difference between the two and developing their listening skills with 'Simon Says'.</p> <p>Pupils are introduced to the rhythm grids, and in groups of 4 they work through the 3 performance pieces using body percussion and a tambourine.</p> <p>Pupils then create their own piece, in their groups, using a blank rhythm grid. They then perform these compositions at the end of the lesson for assessment.</p>	<ol style="list-style-type: none"> 1. To know about the different elements of music and why we use them. 2. To know the difference between pulse and rhythm. 3. To be able to recognise different rhythms, and clap them back. 4. To have worked successfully in a group, and performed a rhythmic piece well. 5. To have taken part in the composition of a rhythmic piece for performance.
LESSON 2: Dynamics, Tempo, Pitch and Texture		
<ol style="list-style-type: none"> 1. To be aware of why singing is important and to learn good singing technique 2. To learn about SATB and different types of voices and singing styles 3. To understand what good vocal technique is about and to be able to sing with an awareness of basic technique 4. To learn about melody by learning 2 songs, and to be able to apply various elements of music to them 	<p>Pupils discuss singing: why is it important? Can everybody sing? What is NB when you sing? (to be in tune? To sing loudly? To express emotion?).</p> <p>Pupils look at/listen to examples of different voice qualities and singing styles and discuss. They learn about SATB and talk about different vocal ensembles.</p> <p>Pupils learn about singing technique: posture, breath control, projection; we discuss warming up and sing some warm-up exercises.</p> <p>They learn to sing <i>My Hat, It Has Three Corners</i> and an elements of music song, and then apply tempo, dynamics and pitch to the singing of it.</p> <p>They then learn a gospel medley, and to learn about texture sing the medley in 3 parts.</p> <p>There are performances in pairs or groups of any of today's songs at the end of the lesson.</p>	<ol style="list-style-type: none"> 1. To know why singing is important. 2. To know what SATB is and that there are different singing styles and voice types. 3. To know how to sing using good basic singing technique. 4. To know 2 new songs
LESSON 3: Structure		
<ol style="list-style-type: none"> 1. To learn about structure and why it is important in music 2. To learn about pop song structure, and how to identify it in songs they hear 3. To understand how pop song structure can be altered in different interpretations of songs 4. To learn to sing <i>Only You</i> and understand its structure 	<p>Starter: crossword to recap last lesson's learning.</p> <p>Pupils are introduced to the song <i>Only You</i> and discuss which types of voices sing this song by recapping last week's learning.</p> <p>They then learn to sing the song, first in one part and then in two.</p> <p>Pupils then talk about structure in music, and discuss why it is important. They learn about pop song structure, and then apply this knowledge to <i>Only You</i> by analysing its structure.</p> <p>They then look at/listen to different versions of the song to learn about how different interpretations and structures are possible.</p> <p>Pupils perform the song at the end of the lesson as a class.</p>	<ol style="list-style-type: none"> 1. To understand why structure is important 2. To understand pop song structure 3. To know how to identify pop song structure when listening to songs 4. To know how to identify changes in pop songs structure when listening to songs
LESSON 4: Structure cont.		
<ol style="list-style-type: none"> 1. To continue to learn about structure and how to apply it to songs they listen to 2. To learn to sing <i>Let It Be</i> and understand its structure 	<p>Starter: wordsearch to recap last lesson's learning</p> <p>Pupils sing through <i>Only You</i> and recap pop song structure from last week.</p> <p>Pupils are introduced to <i>Let It Be</i> by the Beatles and learn to sing it.</p> <p>They then recap structure and analyse <i>Let It Be</i> on paper by listening to a recording of the song. Extension questions about instrumentation etc. will challenge the more able pupils.</p> <p>Pupils end the lesson by singing <i>Let It Be</i> again.</p>	<ol style="list-style-type: none"> 1. To understand pop song structure 2. To know how to identify pop song structure when listening to songs

LESSONS 5: Research Task		
<p>1. To learn about melodic hooks by singing <i>Yellow Submarine</i></p> <p>2. To learn how to work well in a pair</p> <p>3. To learn how to organise information successfully into the required format</p>	<p>Starter: card match-up in 3's to recap learning so far</p> <p>Pupils learn about hooks by learning <i>Yellow Submarine</i></p> <p>Homework is explained – to learn the main vocab from this project for a test next week. The task is then introduced: pupils are to work in pairs and produce a poster or leaflet for the following:</p> <ul style="list-style-type: none"> - The Voice and Singing: including info on voice types, different voice qualities, how the voice works, how you project your voice, how and why you warm up; different vocal ensembles; why is singing important? <p>Extension Work:</p> <ul style="list-style-type: none"> - The Beatles and Let It Be: short history of the group; where does the song come in their career?; how successful was it?; what is it about? <p>They can work in computers if they wish to – there will also be a selection of coloured paper for them to use if they wish to create their poster/leaflet by hand.</p>	<p>1. To understand the task</p> <p>2. To have learned enough in the last 4 lessons to be able to apply that knowledge to the task</p> <p>3. To have started producing the poster/leaflet by the end of the lesson</p>
LESSONS 6: Research Task and Assessment		
<p>1. To continue to work well in a pair</p> <p>2. To work together to create the poster/leaflet, ready for handing it in</p>	<p>Pupils do the short test as a starter. Pupils continue to work on their poster/leaflet task, having it ready to hand in by the end of the lesson.</p> <p>Pupils will sing one of the 2 songs for their assessment (alone or in pairs) while the group is working on the task. In this performance they will show how able they are to sing in tune and with dynamics.</p>	<p>1. To have worked well in a pair</p> <p>2. To have produced an accurate, imaginative and attractive poster or leaflet, according to the instructions</p> <p>3. To have given a confident singing performance for assessment</p>
<p>Links to Citizenship 1b, 2b, 2c, 3a, 3b, 3c</p>	<p>SEAL</p> <p> ■ Managing Feelings ■ Self-awareness ■ Empathy ■ Motivation ■ Social Skills </p>	
<p>Assessment Practical Skills: Play and Perform</p> <p>1-3: You can successfully sing our songs and play percussion instruments with your group, though not always in tune or in time. You are not very confident when performing.</p> <p>4-5: You can perform our songs with your voice, and your composition with percussion instruments, independently and in a group with increasing confidence, accuracy, control and independence.</p> <p>6-7: You can perform confidently with your voice (in tune) and/or an instrument (in time) with increasing confidence, accuracy, control and expression and might be a Grade 1+ level in your instrument. You might sing a duet or in a small group with some confidence.</p> <p>8-9: You can perform with control, making expressive use of phrase and dynamics appropriate to the style and mood of the music, and might be a Grade 2+. You might sing a solo. You can incorporate clear features of the music's style in your playing.</p> <p>Musical Knowledge: Elements of Music in Context</p> <p>1-3: You can identify and describe changes in pitch, tempo and dynamics in the music you hear, some which are very obvious.</p> <p>4-5: You can identify and describe an increasing number of elements of music and features, and use them in your performance.</p> <p>6-7: You can identify and explore the elements of music, use them successfully in a performance and describe how they create and change a mood.</p> <p>8-9: You can independently identify and describe the effect of elements of music and musical devices within the style you are listening to.</p>		<p>PLTS Independent enquirers: plan their group tasks; make informed choices about what to select for these tasks Creative thinkers: generate and explore their own ideas in the composition Team workers: collaborate to work towards the performances; provide and respond to feedback Self-managers: take responsibility for organising themselves Reflective learners: participate in peer- and self-assessment</p> <p>Links to NC08 1b, 1c, 4c</p>
<p>Key Words Pop Song Structure, Verse, Chorus, Middle 8, Intro, Outro, Pulse, Rhythm, Tempo,</p>	<p>Resources Powerpoint for each lesson CD</p>	<p>ICT Opportunities Use of computers for creating poster or leaflet for research project.</p>

Dynamics, Texture, Unison, Melody, Harmony,
Pitch, Hook

Song scores
Rhythm grids for pupils
Task Guide/Instruction Sheets for pupils
Homework sheet
Test sheet

Homework

Learn vocab for this project for an end-
of-project test

Year 7: Musical Marches

Year	7
Title	Musical Marches
Stage and objective of understanding (Identify and Integrate)	<p>Pupils will:</p> <ul style="list-style-type: none"> • Learn about the conventions of marches, focusing on texture, structure, melody and tempo, which they would have learned about in the previous project • Learn how to perform a given march • Learn how to compose their own march using the performance piece as a template to work from • Learn how to use the keyboards successfully and safely
Context (matched to stage of understanding)	Learning how the elements of music can be applied to music in both performance and composition.
Conventions, processes and procedures (matched to stage of understanding)	<p>Learning that the key characteristics of a march are:</p> <ul style="list-style-type: none"> • A strong steady beat • Most often in 2/4 • Written to be marched to • Most often performed by a military band • Vary in mood from slow and funeral-like, to brisk and upbeat
Focus of practical experience	<p>Performing a given march, either RH only or with the LH part on their own or with their partner, with the options of adding the march backing beat on the keyboards.</p> <p>Composing a march using a given structure and harmonic framework.</p>
Features of musical elements	<p>Rhythm: knowledge and understanding of march-like rhythms, and of pulse</p> <p>Structure: knowledge and understanding of march structure for the composition</p> <p>Dynamics: knowledge and understanding of <i>forte</i>, <i>piano</i>, <i>mezzo forte</i>, <i>mezzo piano</i>, <i>fortissimo</i>, <i>pianissimo</i> and how to mark them into their composition</p>
Development of skills	<p>Teamwork: Performing keyboard piece songs in a pairing (chosen by the teacher), weekly self-evaluation targets are set with a focus of teamwork and the fundamentals of what teamwork is. Self-evaluation and teacher assessments used to signpost improvement.</p> <p>Creativity/teamwork: In pairs, pupils will be composing short march type pieces of music using keyboards and percussion, designed to showcase an understanding of the fundamentals of the style. Framework sheets are using as a scaffold for the composition, creativity is encouraged and rewarded. Weekly self-evaluation targets are set with a focus on being creative and taking riskd. Teacher assessment at the end of the topic</p>
Expected outcome of understanding	<p>Pupils will understand what a march is and what it is used for.</p> <p>Pupils will show their understanding of how the keyboards work and how to play them (where the notes are etc.), by learning to play some or all of the march performance piece.</p> <p>Pupils will show their understanding of basic composition and the elements of music by being able to compose a successful march piece.</p>
Expected outcome of knowledge and skills	<p>Knowledge</p> <p>All pupils will know what a march is and what it is used for, and will be able to describe one or two elements of music.</p> <p>Some pupils will know what some of the features and uses of a march are and will be able to describe some of the elements of music we have learned about.</p> <p>A few pupils will know what the features of a march are and will be able to make comparisons between them and other styles of music; they will be able to describe the elements of music we have learned about.</p> <p>Skills</p>

All pupils will be able to play some of the march piece in the RH and write a simple march melody.

Some pupils will be able to play the RH march melody and write an effective march melody of their own.

A few pupils will be able to play the march with hands together. They will be able to use dynamics successfully in their composition, write for both the LH and RH and perhaps extend the structure.

Learning objective	Core activities	Learning outcome
LESSON ONE: Introduction to Marches and the keyboards		
<ol style="list-style-type: none"> 1. To learn what the key features of a march are 2. To learn about what marches are used for 3. To develop their listening skills by listening to different marches and commenting on their features 4. To develop their skills of working with others when learning how to use the keyboards safely and effectively 	<p>Pupils discuss what they know about marches.</p> <p>Pupils develop their listening skills by listening to different marches and talking about them.</p> <p>Pupils look at the contexts that marches were, and are, used in, from military ones in past history, to trooping the colour and military tattoos.</p> <p>The use of keyboards is discussed and pupils are given time to explore playing them, working in pairs.</p>	<ol style="list-style-type: none"> 1. To know the basic history of the march and the main features of marches. 2. To recognise a march aurally. 3. To work well with a partner when exploring the keyboard.
LESSON 2: Play a March!		
<ol style="list-style-type: none"> 1. To learn to sing a march (Oh When the Saints) 2. To learn how to find the notes C to G on the keyboard 3. To build on their developing performance and keyboard skills 4. How to start learning to play Oh When the Saints 	<p>Pupils learn to sing Oh When the Saints as a class and perform it.</p> <p>Pupils recap last week's learning by discussing what they learned about marches last lesson.</p> <p>Pupils learn how to find the notes C-G, and how to start reading music notation.</p> <p>Pupils work on learning to play Saints 1, in pairs (with the more able possibly moving straight on to Saints 2 and hands together playing).</p>	<ol style="list-style-type: none"> 1. To be more familiar with the features of marches. 2. To be able to find C on the keyboard and work out where the other notes are from this. 3. To have made a start in reading music notation, 4. To be able to play some or all of Saints 1.
LESSON 3: Play a March!		
<ol style="list-style-type: none"> 1. To learn about 4 different note values: quaver, crotchet, minim and semibreve 2. To continue to learn to play The Saints 3. To build on their developing performance and keyboard skills 	<p>Pupils go over last week's learning by recapping how to find C and listening to The Saints.</p> <p>They then learn about different note values, and look for these in the score of The Saints.</p> <p>Pupils then keep working on playing the RH part in pairs and as an extension learn Saints 2 if they make enough progress.</p> <p>Those who are willing will play what they have learned so far before the end of the lesson.</p>	<ol style="list-style-type: none"> 1. To be able to find C on the keyboard and work out where the other notes are from this. 2. To have made a start in reading music notation. 3. To be able to play some or all of The Saints.
LESSON 4: Perform a March!		
<ol style="list-style-type: none"> 1. To recap learning about 4 different note values 2. To prepare The Saints for performance 3. To build on their developing performance and keyboard skills 	<p>Pupils go over last week's learning by recapping note values, how to find C and listening to The Saints.</p> <p>Pupils then make final preparations in pairs for their Saints performances.</p> <p>Pupils all perform, and peer- and self-assess their work.</p>	<ol style="list-style-type: none"> 1. To be able to find C on the keyboard and work out where the other notes are from this. 2. To have made a start in reading music notation. 3. To be able to play some or all of at least one version of The Saints.
LESSONS 5: Compose a March!		
<ol style="list-style-type: none"> 1. To remember the main features of a march. 2. To learn how to use their learning about marches and music notation to compose their own march 3. To use their practice skills to prepare their composition (or part of it) for performance next week. 4. To understand the assessment criteria and how they apply to their composition. 	<p>Pupils recap marches and have their composition task explained to them.</p> <p>They recap how to find C on the keyboard and then begin working on their composition after an explanation and a look at the assessment criteria, using the composition sheets which have clear, step by step instructions on them. Pupils recap the task and how to find C on the keyboard.</p>	<ol style="list-style-type: none"> 1. To be able to identify the main features of a march. 2. To be able to easily find C on the keyboard. 3. To work with motivation and complete their composition and prepare it for performance and assessment.
LESSONS 6: Assessment		
<ol style="list-style-type: none"> 1. To make the finishing touches to their march composition. 2. To practice their piece, ready for assessment. 3. To perform their piece for assessment. 4. To peer-assess others' work, and self-assess their own composition. 	<p>Pupils recap the options they have for performing their march, and the extension options they have if they are ready and able to use them.</p> <p>They look at how the assessment will work and recap the assessment levels. They then get on with completing and practicing their piece before compositions are played and assessed (peer and self assessment) and the project is brought to a close.</p>	<ol style="list-style-type: none"> 1. To be able to identify the main features of a march. 2. To be able to easily find C on the keyboard. 3. To have learned about how to compose and to have written a piece in a march style.

<p>Links to Citizenship 1b, 2b, 2c, 3a, 3b, 3c</p>	<p>SEAL</p> <p> ■ Managing Feelings ■ Self-awareness ■ Empathy ■ Motivation ■ Social Skills </p>	
<p>Assessment Criteria Practical Skills: Play and Perform</p> <p>1-3: You can successfully find C, F and G on the keyboard, perhaps with teacher guidance. You are able to play your right hand march melody with some mistakes.</p> <p>4-5: You are able to find any note on the keyboard confidently and can perform your right hand march melody with increasing confidence, accuracy, control and independence.</p> <p>6-7: You can play your march with 2 hands and show confident ability at the keyboard. You can also play well in partnership with others, showing good ensemble. Your keyboard skills show increasing accuracy, control and expression. You might be a Grade 1+ level in your instrument.</p> <p>8-9: You are very confident on the keyboard and can find your way around it easily with both hands. You might be a Grade 2+ level on your instrument. You can perform with control, making expressive use of phrase and dynamics appropriate to the style and mood of your march.</p> <p>Practical Skills: Compose, Arrange and Improve</p> <p>1-3: You use sounds from the brass and/or percussion families in your march composition. You use notes from the boxes to write your march melody and make some attempt at writing the left-hand part.</p> <p>4-5: You can successfully create march-style musical ideas. You use some interesting rhythms and tuneful notes in your melody which fit with the left hand. You understand the musical notation.</p> <p>6-7: You can compose a march that explores various elements of music creatively. You show an awareness of the style of a march through your attempts to include march features with varying success. You may have added an intro or ending or left hand part. Your march has lots of character and interesting rhythms. You have a clear understanding of musical notation.</p> <p>8-9: You can compose a march that shows an ability to develop musical ideas, and that uses a clear structure and instrument sounds. You include clear features of a march in your piece and show a good awareness of context. You may have transferred your composition to Sibelius. Your piece has added sections as well as an intro and outro, dynamics, tempo markings, a title etc. You have a clear and confident understanding of notation and can write complex rhythms confidently.</p>	<p>PLTS</p> <p>Independent enquirers: plan their group tasks; make informed choices about what to select for these tasks</p> <p>Creative thinkers: generate and explore their own ideas in the composition</p> <p>Team workers: collaborate to work towards the performances; provide and respond to feedback</p> <p>Self-managers: take responsibility for organising themselves</p> <p>Reflective learners: participate in peer- and self-assessment</p> <p>Links to NC08 1b, 1c, 4c</p>	
<p>Key Words March, Treble clef, Bass clef, Time Signature, Crotchet, Quaver, Minim</p>	<p>Resources Powerpoint for each lesson Pupil score and practice sheets for Lessons 2 and 3, including extension sheets Pupil composition sheets for Lesson 4-6, including an extension sheet for the more able.</p>	<p>ICT Opportunities Use of keyboards for performance and composition. Use of Sibelius on computers for more able pupils.</p> <p>Homework The option to create a poster about what they have learned in the project, for handing in during the final lesson.</p>

Year 7: Indian Fusion Music

Year	7
Title	Indian Fusion Music (Traditional Indian Music and Bhangra)
Stage and objective of understanding (Identify and Integrate)	<p>Pupils will:</p> <ul style="list-style-type: none"> • Learn about the characteristic sound of the instruments of traditional Indian music • Learn about improvisation in the Tala (rhythmic) and Raga (melodic) • Learn about the link between traditional and modern Indian music (traditional versus Bhangra)
Context (matched to stage of understanding)	Learning how Indian music works and fits into Indian culture; learning how traditional Indian music influences more modern Indian music.
Conventions, processes and procedures (matched to stage of understanding)	<p>Learning that the key characteristics of Indian music are:</p> <ul style="list-style-type: none"> • The use of improvisation • The use of raga, tala and drone • The influence of traditional Indian music on more modern styles, particularly Bhangra
Focus of practical experience	To be able to improvise, and to use this to perform traditional Indian music and Bhangra.
Features of musical elements	<p>Rhythm: knowledge and understanding of tala, and how to improvise a rhythm</p> <p>Structure: knowledge and understanding of structure in Indian music</p> <p>Dynamics: knowledge and understanding of different dynamics, to be able to use them in performance</p> <p>Tempo: knowledge and understanding of <i>allegro</i>, <i>adagio</i> and <i>moderato</i></p> <p>Texture: knowledge and understanding of how to vary texture in both performances</p>
Development of skills	<p>Performing: performing both styles of Indian music, in groups, but being confident in their own part</p> <p>Composing: creating their own performance of traditional Indian music, and composing a Bhangra-style rap piece</p> <p>Listening: critically evaluating the Indian music they listen to, and being able to analyse and talk about it confidently.</p>
Expected outcome of understanding	<p>Pupils will show their understanding of Indian music by being able to identify it and its features, and by being able to perform a piece of traditional Indian music and a Bhangra rap.</p> <p>They will have a knowledge and appreciation of Indian culture, and where music fits into that culture.</p> <p>They will have a knowledge and appreciation of Bhangra, and how it is influenced by traditional Indian music.</p>
Expected outcome of knowledge and skills	<p>Knowledge</p> <p>All pupils will know what traditional Indian music and Bhangra sound like.</p> <p>Some pupils will know what traditional Indian music and Bhangra sound like, and will be able to identify the features of each.</p> <p>A few pupils will know what traditional Indian music and Bhangra sound like, and will be able to identify and discuss their features.</p> <p>Skills</p> <p>All pupils will be able to improvise a very simple raga or a tala on keyboard (or a tala on a drum), and take part in the creation of their rap.</p> <p>Some pupils will be able to improvise a raga or tala with a sense of structure and pattern, and play a significant role in the creation of their group's rap.</p> <p>A few pupils will be able to improvise a more complex raga and tala, using repetition, sequence, structure, and will play a leading role in the co-ordination of their group's rap composition and performance.</p>

Learning objective	Core activities	Learning outcome
LESSON ONE		
<ol style="list-style-type: none"> To understand Indian culture To recognise the sound of Indian instruments To improvise on a Raga 	<p>Pupils learn about India and its culture. They become familiar with the sound of traditional Indian music, its main features and the instruments that play it. They learn about the raga, improvisation and how to create their own melody by learning to sing a raga, then choosing some of its notes and assigning them a rhythm. In pairs, they practice playing a given raga, and then take turns to play the drone and improvise, using authentic sounds on the keyboard.</p>	<ol style="list-style-type: none"> To be familiar with Indian culture and life To know what a raga is and how to improvise using a raga To be able to play their own raga, using authentic sounds on the keyboard
LESSON 2		
<ol style="list-style-type: none"> To be able to perform a drone To know how Tala patterns work in Indian music To improvise on a Raga 	<p>Pupils will recap last lesson's learning and learn more about ragas and talas. They learn to split the keyboard in preparation for their assessment task. Pupils will look at the details of the task – one to play the rag and one to play the drone or the tala. They will look at the assessment criteria, and how they relate to today's task. They will then have a practical session on keyboards to prepare for the assessment.</p>	<ol style="list-style-type: none"> To know what a raga and tala are, and to be able to improvise their own To be able to play their own part in a paired performance
LESSON 3		
<ol style="list-style-type: none"> To understand the three layers of Indian traditional music To improvise a rhythm on a tala beat and a melody on a Raga To work well with a partner to create a successful performance 	<p>The lesson starts with a rhythm activity to explain the tala. Pupils then get on with the task – to include rhythmic improvisation on the keyboard in their performance now. Assessment then takes place, with each pair performing their improvisation. Pupils then have a quick introduction (if there is time) to Hip-Hop music and look at the different elements that make up Hip-Hop.</p>	<ol style="list-style-type: none"> To know about the structure of traditional Indian music To be able to play their own version of a traditional Indian music performance in pairs To have a basic understanding of Hip-Hop music
LESSON 4		
<ol style="list-style-type: none"> To learn about the features of traditional Bhangra and hip-hop music To learn about how hip-hop fuses with traditional Indian music and Bhangra to create a more modern Bhangra To learn about the music of Bollywood To learn about the performance task and how to start it 	<p>Pupils learn about the origins of hip-hop (which will later link with Blues in Year 8), and about beats, breaks and rap. They learn about the origins of traditional Bhangra, and how it came to the UK by learning about the history of the British Asians. They then learn about modern Bhangra music and its main features, and how it links to Bollywood. To give them a flavour of this, they watch an extract from <i>Bride and Prejudice</i>, and discuss it. They learn about the word 'fusion' and how it relates to the topic. The performance task is explained, and they then begin working on their rap lyrics in their groups.</p>	<ol style="list-style-type: none"> To know about hip-hop and its origins To know about Bhangra (traditional and modern) and its features To understand what fusion is, and how it links to their project To understand the performance task, and to have made a start on it
LESSON 5		
<ol style="list-style-type: none"> To learn about the features of Bhangra To understand the performance task To be able to contribute effectively to the group in the preparation for the performance assessment 	<p>Pupils recap last lesson's learning about Bhangra. They revisit the requirements of the performance task. They then get on with the task in groups, in preparation for next week's assessment.</p>	<ol style="list-style-type: none"> To know about Bhangra (traditional and modern) and its features. To understand the performance task and to be able to contribute effectively to the group in the preparation
LESSON 6		
<ol style="list-style-type: none"> To complete the preparation for their assessment To give their assessment performance To self- and peer-assess the work they perform and hear 	<p>After a brief preparation session, all pupils perform their raps for assessment to the rest of the class, possibly using The Spotlight space. They assess their own performance, as well as the performances of their peers.</p>	<ol style="list-style-type: none"> To know about Bhangra and how to translate this knowledge into a performance To be able to perform their own part with a group

		3. To be able to assess their own and others' work
Links to Citizenship 1b, 1i, 2a, 2b, 2c, 3a, 3b, 3c	SEAL ■ Managing Feelings ■ Self-awareness ■ Empathy ■ Motivation ■ Social Skills	
Assessment Criteria Level 3 You have identified notes of a Rag on the keyboard and have attempted an improvisation or played a drone. You have helped in creating a rap but contributed few original ideas. You have performed a basic part. Level 4 With your partner you are confident in playing a Rag with a random order of notes and different rhythms (improvising successfully). There is a drone accompanying your Rag and the correct instrument sounds have been used. Your group have a random order of notes and different rhythms (improvising successfully) on the raga. The Bhangra has correct instrument sounds and features a rap which includes rhyme. With your group you are confident in performing a significant part in your Bhangra performance. Level 5 You are able to clap the Tala and say the tinal at the same time to accompany a successful and imaginative improvisation which moves up and down the keyboard. There may also be a drone to create a third layer. You have produced and performed different parts in an imaginative improvisation which moves up and down the keyboard and an original rap which uses repetition and alliteration effectively (as well as rhyme). You are in time with each other as a group maintaining a steady pulse. Level 6 You have composed your own Rag and used this to improvise. As well as producing a successful three layer performance, you will also have given thought to an introduction and ending. OR you might improvise a Tabla (Indian drum) rhythm which fits in the frame of the Tala (pattern of beats). You have composed your own Rag and used this to improvise. As well as producing a successful three layer performance, you will also have given thought to an introduction and ending. You might improvise a tabla (Indian drum) rhythm. You have played a leading role in producing your group work.		PLTS Independent enquirers: plan their group tasks; make informed choices about what to select for these tasks Creative thinkers: generate and explore their own ideas in the composition Team workers: collaborate to work towards the performances; provide and respond to feedback Self-managers: take responsibility for organising themselves Reflective learners: participate in peer- and self-assessment Links to NC08 1a, 1b, 1c, 2b, 3b, 3c, 4b, 4d, 5a, 5e
Vocabulary for Learning Raga Drone Tala Improvisation Sitar Tampura Tabla Bollywood Bhangra Bhajan	Resources Key words and levels sheet for display on board Powerpoint for each lesson Keyboards, instruments CD's DVD	ICT Opportunities Use of music keyboards

Year 7: Japanese Music

Year	7
Title	Japanese Music
Stage and objective of understanding (Identify and Integrate)	<p>Pupils will learn about:</p> <ul style="list-style-type: none"> • Traditional Japanese music: what it is made up of, what it sounds like and how to play it • Japanese Taiko drumming: its history, what it sounds like, how it is performed and how to play some • Modern Japanese Anime Music: what it is used for, what the anime music in <i>Princess Mononoke</i> sounds like, and how to play the main theme from <i>Princess Mononoke</i>
Context (matched to stage of understanding)	Learning how to improvise on the keyboards; learning how to apply prior knowledge and learning to the tasks in this project.
Conventions, processes and procedures (matched to stage of understanding)	<p>Learning that the key characteristics of the 3 types of Japanese music are:</p> <ul style="list-style-type: none"> • Traditional: Improvisation, use of a scale and ostinato • Taiko: rhythm • Anime: melody, bass line and mood
Focus of practical experience	Performing traditional Japanese music, some Taiko rhythms, and a piece of Japanese anime music from <i>Princess Mononoke</i> .
Features of musical elements	<p>Rhythm: knowledge and understanding of Taiko rhythms</p> <p>Structure: knowledge and understanding of traditional Japanese music structure, and the structure in Taiko</p> <p>Dynamics, texture and timbre: knowledge and understanding of how to use these to create the appropriate mood in the <i>Princess Mononoke</i> theme</p>
Development of skills	Performing: performing some traditional Japanese music, some Taiko rhythms and the <i>Princess Mononoke</i> theme
Expected outcome of understanding	<p>Pupils will know the features of traditional Japanese music, and understand what it is made up of (improvising, scale, ostinato).</p> <p>Pupils will know the history of Taiko and will understand how Taiko works.</p> <p>Pupils will know what Anime is, and understand what makes up the theme tune they are going to learn.</p>
Expected outcome of knowledge and skills	<p>Knowledge</p> <p>All pupils will be able to hear the difference between the 3 styles they have learned about.</p> <p>Some pupils will be able to describe some of the features of each style and will have a basic idea of the background/history of each one.</p> <p>A few pupils will be able to describe clearly and in some detail the features of each style and will know about the background/history of each one.</p> <p>Skills</p> <p>All pupils will be able to demonstrate each of the styles, possibly only very basically, by playing some of the things they have learned in the project.</p> <p>Some pupils will be able to play some of each of the styles they have learned about in this project with some confidence.</p> <p>A few pupils will be able to play the music learned about in this project with a good sense of performance and confidence, and may have moved on to the extension piece of <i>Princess Mononoke</i>.</p>

Learning objective	Core activities	Learning outcome
LESSON ONE: Introduction and Improvising		
<ol style="list-style-type: none"> 1. To learn about Japanese culture and life 2. To learn about traditional Japanese music and instruments 3. To improvise a melody using a Japanese scale and ostinato accompaniment, working in pairs 	<p>Pupils begin the lesson listening to traditional Japanese music and being asked what country it comes from.</p> <p>They discuss what they already know about Japan and Japanese culture, and then look at various elements of this.</p> <p>They then listen to some traditional Japanese music and discuss its features. Traditional Japanese instruments are then looked at.</p> <p>The elements of traditional Japanese music are looked at – pentatonic scale, ostinato, instruments. Improvisation is discussed, and pupils then work in pairs to create their own piece of traditional music using the elements just learned about.</p>	<ol style="list-style-type: none"> 1. To know about Japanese culture and musical instruments. 2. To be able to recognise the sound of traditional Japanese music. 3. To work well with their partner to create their own traditional Japanese music.
LESSON 2: Sakura		
<ol style="list-style-type: none"> 1. To sing the traditional Japanese song <i>Sakura</i> 2. To gain more confidence in improvising using the pentatonic scale 3. To perform confidently in an improvised performance of traditional Japanese music, working in pairs and then as a whole class 	<p>Pupils do a quiz recapping last week's learning.</p> <p>They learn about what Sakura is, and then learn about/learn to sing the song.</p> <p>They then recap last week's learning: Improvising using the pentatonic scale, ostinato, and how to put their performance together.</p> <p>Pupils then practice in pairs, and have their performance ready for the end of the lesson. Instead of a formal assessment, all pairs take turn to play their improvisation as one long class performance.</p>	<ol style="list-style-type: none"> 1. To know about or be able to sing <i>Sakura</i>. 2. To be able to play the ostinato, and improvise using the pentatonic scale. 3. To have gained a little in confidence as a performer.
LESSON 3: Taiko		
<ol style="list-style-type: none"> 1. To know what Taiko is 2. To be able to play and perform a Taiko drum piece 3. To be able to perform in parts, unison and call and response 	<p>Pupils play a key word game as a starter.</p> <p>Pupils learn about Taiko and the drums that are used in the music, and watch a couple of videos of Taiko.</p> <p>They then discuss the 'rules' of taking part in Taiko, and learn to perform a Taiko piece as a class.</p>	<ol style="list-style-type: none"> 1. To know about Taiko. 2. To be able to perform their own part in the Taiko piece. 3. To be able to respond to instructions in the Taiko piece.
LESSON 4: Anime and Princess Mononoke		
<ol style="list-style-type: none"> 1. To improve their keyboard skills by playing the melody and/or bass line of the Princess Mononoke theme tune 2. To show their understanding of anime music by playing the theme tune in the correct style 	<p>Pupils begin the lesson with a crossword starter.</p> <p>Pupils learn about anime music and Joe Hisaishi. They learn about the anime film <i>Princess Mononoke</i> and watch the scene in the film where the theme tune plays before discussing it.</p> <p>They look at both score versions of the theme tune, and discuss how best to learn it. They then begin practicing the theme tune in pairs on the keyboards.</p>	<ol style="list-style-type: none"> 1. To know what anime is and what the theme tune sounds like 2. To be able to play some of the theme tune. 3. To have an awareness of the style to play the theme tune in
LESSONS 5: Princess Mononoke theme tune		
<ol style="list-style-type: none"> 1. To improve their keyboard skills by playing the melody and/or bass line of the Princess Mononoke theme tune 2. To assess their progress so far by looking at the assessment levels for the project 	<p>Pupils begin with a wordsearch as a starter. They then look at the assessment levels and look at where they have got to so far in the project.</p> <p>They recap the style that the theme tune needs to be played in, and listen to the 2 versions of the piece again. Pupils recap how to find the relevant notes on the keyboard, discuss possible extension tasks and then practice the piece in pairs on keyboards.</p>	<ol style="list-style-type: none"> 1. To be aware of the assessment levels and what they need to do to achieve them. 2. To have made progress in learning the theme tune for next week's assessment.
LESSONS 6: Assessment		
<ol style="list-style-type: none"> 1. To aim for an assessment level in today's end of project assessment 2. To have a final practice 3. To perform their assessment 	<p>Pupils recap what is required in their assessment performance, what the assessment levels are and what the pieces sound like.</p> <p>They then practice in their pairs before the final assessment session. All pupils carry out self- and peer-assessment.</p>	<ol style="list-style-type: none"> 1. To have made enough progress to take part in a successful assessment. 2. To know about the various styles of Japanese music.

<p>Links to Citizenship 1b, 2b, 2c, 3a, 3b, 3c</p>	<p>SEAL</p> <p> ■ Managing Feelings ■ Self-awareness ■ Empathy ■ Motivation ■ Social Skills </p>	
<p>Assessment Criteria</p> <p>Level 3</p> <ul style="list-style-type: none"> - You can play some of the melody of Princess Mononoke, but with mistakes and hesitation - You can, at times, fit your part together with the bass line <p>Level 4</p> <ul style="list-style-type: none"> - You can play most of the melody of Princess Mononoke, with a few mistakes - You can mostly fit your part together with the bass line - You can play in the correct style and have chosen a suitable tone. <p>Level 5</p> <ul style="list-style-type: none"> - You can play the melody and bass line of Princess Mononoke mostly accurately and have attempted to play hands together - You can fit your part together with the bass line with a fair understanding of ensemble - You can play in the correct style, with a suitable tone and some dynamics <p>Level 6</p> <ul style="list-style-type: none"> - You can play Princess Mononoke hands together with accuracy and confidence and possibly with an intro and ending - You can play stylistically accurately with a suitable tone, good dynamics and with feeling and emotion <p>Exceptional Performance (EP)</p> <ul style="list-style-type: none"> - You can play the extension version of Princess Mononoke, hands together, possibly with an intro and ending - You can play stylistically accurately with a suitable tone, good dynamics and with feeling and emotion 	<p>PLTS</p> <p>Independent enquirers: plan their group tasks; make informed choices about what to select for these tasks</p> <p>Creative thinkers: generate and explore their own ideas in the composition</p> <p>Team workers: collaborate to work towards the performances; provide and respond to feedback</p> <p>Self-managers: take responsibility for organising themselves</p> <p>Reflective learners: participate in peer- and self-assessment</p> <hr/> <p>Links to NC08 1b, 1c, 4c</p>	
<p>Key Words Melody, Pentatonic Scale, Improvise, Anime, Ostinato, Sakura</p>	<p>Resources Powerpoint for each lesson Pupil score and practice sheets</p>	<p>ICT Opportunities Use of keyboards for performance and composition. Use of Sibelius on computers for more able pupils.</p> <hr/> <p>Homework The option to create a poster about what they have learned in the project, for handing in during the final lesson.</p>