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| **Subject: Music** | **Course/Year group: 7** | **Topic: Musical Elements(Graphic Score)** |

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| Overview:  This unit looks at how composers have used the ***elements of music*** to represent the different moods of in music. It develops pupils’ awareness and understanding of the ***elements of music*** *–* pitch, tempo, dynamics, duration, attack and decay, texture, timbre and silence which will give pupils the necessary musical vocabulary to allow them to effectively describe different pieces of music at Key Stage 3.    Beginning with an explorative lesson on “sound”, pupils are then introduced to the ***elements of music*** involving composing, performing and ***listening and appraising*** by listening to different pieces of music that describe an array of different moods and settings and relating to how different composers have used the ***elements of music*** to create different moods.    During the project, there will be various opportunities for assessing pupils’ musical skills, knowledge and understanding, building on all work covered in Key Stage 2. There will be opportunities to extend ideas further and share previous experiences.  This project will give an indication of the level of attainment of pupils in the class and highlight areas for future development (including gifted and talented pupils and pupils that will require further help in future lessons) |

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| Literacy Focus  **Writing**  There are opportunities for students to write evaluations of their work  **Reading**  Students will read stories and poetry in order to interpret them using the musical elements.  **Speaking & Listening**  Students will be using the keywords when speaking about how they can improve their work, they will have focused listening sessions where they will again use the keywords to describe what they have been listening to. | Numeracy Focus  **Number**  Use of number and fractions connected with understanding notation in music.  **Shape and Space**  Understanding shape and space in terms of musical structure graphic notation | Habits of Mind Focus  (delete as appropriate and add brief details)  **Inquisitive -** Wondering & questioning, Exploring possibilities, Challenging assumptions  **Collaborative -** Co-operating appropriately, Giving & receiving feedback, Sharing the ‘product’  **Persistent -** Sticking with difficulty, Daring to be different, Tolerating uncertainty  **Disciplined -** Crafting & improving, Reflecting critically, Developing techniques  **Imaginative -** Using intuition, Making connections, Playing with possibilities |

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| Key Concepts and Processes | Expectations and Assessment Objectives | Cross-curricular and inter-disciplinary links |
| **Integration of Practice:** Developing knowledge, skills and understanding/ participating, collaborating and working with others as musicians.  **Cultural Understanding:**  Understanding musical traditions and the part music plays in national and global culture and in personal identity. Exploring how ideas, experiences and emotions are conveyed in a range of music from different times and cultures.  **Critical Understanding:**  Engaging with and analysing music, developing views and justifying opinions.  Drawing on experience of a wide range of musical contexts and styles to inform judgments  **Creativity**:  Exploring ways music can be combined with other art forms and other subject disciplines.  **Communication:**  Exploring how thoughts, feelings, ideas and emotions can be expressed through music.  **Performing, Composing & Listening:2.1a-2.1g**  Sing in solo or group contexts, developing vocal techniques and musical expression.  Perform with control of instrument-specific techniques and musical expression.  Practice, rehearse and perform with awareness of different parts, the roles and contributions of different members of the group, the audience and venue.  Create, develop and extend musical ideas by selecting and combining resources within musical structures, styles, genres and traditions  Improvise, explore and develop musical ideas when performing  Listen with discrimination and internalize and recall sounds.  Identify the expressive use of musical elements, devices, tonalities and structures.  **Reviewing & Evaluating:**  Analyse, review, evaluate and compare pieces of music.  Identify conventions and contextual influences in music of different styles, genres and traditions  Communicate ideas and feelings about music, using expressive language and musical vocabulary to justify their opinions. Adapt their own musical ideas and refine and improve their own and others’ work. | **All** will Be able to describe sound and silence identifying sounds around them performing sounds on a variety of classroom instruments  Identify some of the elements of music composing and perform musical demonstrations to illustrate these following suggestions  Recognise dynamics as volume in music using basic musical vocabulary *(loud, soft, getting louder, getting softer)*  Follow and perform from a graphic score as part of a group  Listen to and identify some of the elements in music in different pieces of music describing the morning and the night  Compose a piece of descriptive music as part of a group describing morning and sunrise with some awareness of how the elements of music are used to create an intended effect  Perform a simple melodic part such as the bass line within a group lullaby performance and sing unison songs with a morning theme as part of the class    **Most** will Be able to identify musical and non-musical sounds, performing sounds with awareness of sound quality and effect  Identify the elements of music using correct musical vocabulary, composing and performing effective demonstrations with instrument specific techniques  Use correct musical vocabulary to describe dynamics *(piano, forte, mezzo)*  Follow and perform from a graphic score using dynamics  Listen to and identify the expressive use of elements in a variety of programme music describing the morning and night  Compose a piece of descriptive music in three separate sections showing clear awareness of how the elements of music have been used to create musical contrasts between each section  Accurately perform a melodic part such as the ostinato or melody part within a group lullaby performance with an awareness of how their part fits with others as a whole in a group and sing and perform morning songs with accuracy of pitch and rhythm    **Some** will Perform sounds in a number of different ways on instruments talking confidently about sounds using technical musical vocabulary  Know correct musical vocabulary for expressive contrasts between the elements of music  Use correct musical vocabulary (*crescendo, diminuendo*) to describe gradations of dynamics  Describe how composers have manipulated the elements of music to create an intended effect in a variety of music describing the morning and night  Take on a leading role in group compositions using ideas from listening activity in own morning mood compositions selecting appropriate sound sources and manipulating the elements of music to create an intended effect  Take on a leading role in a group performance of a lullaby performing more complex parts such as the descant melody or piano accompaniment or performing on their own instrument and in singing morning songs |  |

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|  | Learning Objectives  including literacy, numeracy and habits of mind (as appropriate) | Differentiated teaching pints/activities including stretch and challenge | Suggested resources | Suggested AfL activities and formal assessment (when appropriate) | Extended enquiry |
| Week 1 | * Learn about different types of sounds * Identify sounds as musical and non-musical * Develop individual control of a range of sounds placing them into a musical context.   **Literacy** – Descriptive words and adjectives  could be used when listening and identifying  different sounds. | **All** – **Level 3 (working towards) All Pupils:**  are able to describe sound and silence identifying sounds around them performing sounds on a variety of classroom instruments sing a call and response song as part of the class  **Most** – **Level 4 (working at) Most Pupils**  are able to identify musical and non-musical sounds perform with awareness of sound quality and effect  **Some** – **Level 5/6+ (working beyond/GAT) Some Pupils:** perform sounds in a number of different ways on instruments talk confidently about sounds using technical musical vocabulary.  **Starter:** The lighthouse game; when imaginary beam of light (teachers arm) passes by, students will create sound using percussion instrument, when not in the beam they are silent.  **Exploring sounds:** Students will listen to an array of sounds and describe them on their worksheet. They will also state whether they are musical or non-musical.  **Making sounds:** Students will have flash cards where they will create the sounds on the cards, using percussion/body/voice or tuned instruments.  **Plenary:** The greeting song, using call and response. | * **Exploring sounds worksheet**. Students listen to an audio of various sounds-musical and non-musical and describe the sounds and state whether musical or non musical. * **Flash cards for making sounds**. Students get a random selection of cards with words describing sounds and they recreate them on percussion/body/tuned instruments. | Criteria for success based on the differentiation; students will be asked if they have achieved any of the levels connected with the tasks. | See extended enquiry page. |
| Week 2 | * Learn about the elements of music * Compose and perform simple demonstrations in pairs to illustrate the elements of music | · **All** –  **Level 3 (working towards) All Pupils:** Identify some of the uses of the elements of music compose and perform musical demonstrations to illustrate the elements of music with support following suggestions    **Most** –  **Level 4 (working at) Most Pupils:**  Identify the elements of music using correct musical vocabulary compose and perform effective demonstrations with instrument specific techniques **Level 5/6+**  **Some** –  **working beyond/GAT) Some Pupils:** Know correct musical vocabulary for expressive contrasts between the elements of music  Use own instruments to compose clear, effective demonstrations | * Worksheet describing the elements of sound or alternative for GAT involving higher order understanding of the elements. * PP on the elements * Cards to help student to perform the elements * PP plenary embedding the elements learnt. | Peer assessment of performance & compositions |  |
| Week 3 | * Learn about dynamics in music * Learn about graphic scores as a way of representing different sounds using symbols * Follow and perform from a graphic score using dynamics   **Literacy** – reading a graphic score from left to right like reading a book **Numeracy** – Shapes and Symbols to represent sound | **All** – **Level 3 (working towards) All Pupils:**  Recognise dynamics as volume in music  using basic musical vocabulary *(loud, soft,*  *getting louder, getting softer)*  Follow and perform from a graphic scor as  part of a group    **Most** – **Level 4 (working at) Most Pupils:**  Use correct musical vocabulary to  describe dynamics *(piano, forte, mezzo)*  Follow and perform from a graphic score  using dynamics **Level 5/6 (working**    **Some** – **beyond/GAT) Some Pupils:**  Use correct musical vocabulary  (*crescendo, diminuendo*) to describe  gradations of dynamics  Comment on how dynamics and other  elements of music have been used in a  piece of music to create an intended effect | * PP dynamics * Info sheet dynamics * Graphic Score Peter Grimes * Audio Grimes * Students Graphic score for group performance * Plenary musical recipe cards | Assessment on performing from notation recognising dynamics, using correct musical language to describe their work. |  |
| Week 4 | * Investigate how composers have used the elements of music to create the feeling of morning in their music. * To use the elements of music in a structured group composition describing morning and sunrise * Evaluate “Morning Mood” pieces in terms of the elements of music   **Literacy** – reading a graphic score from left to right like reading a book **Numeracy** – Shapes and Symbols to represent sound  **ICT** – Some pupils could use computer software or a sequencer to compose and record their morning mood pieces experimenting with layering and looping.  **Literacy** – Subject specific vocabulary relating  to the elements of music is used throughout this unit building a foundation for all music work at KS3.  **Literacy** – Pupils justify their evaluations of  “Morning Mood” compositions using subject specific vocabulary. | **All** – **Level 3 (working towards) All Pupils:**  Listen to and identify some of the elements  in music in different pieces of programme  music describing the morning and sunrise  Compose a piece of descriptive music as  part of a group describing morning and  sunrise with some awareness of how the  elements of music are used to create an  intended effect    **Most** – **Level 4 (working at) Most Pupils:**  Listen to and identify the expressive use of  elements in a variety of programme music  describing the morning and sunrise  Compose a piece of descriptive music in  three separate sections showing clear  awareness of how the elements of music  have been used to create musical  contrasts between each section    **Some** – **Level 5/6 (working beyond/GAT) Some Pupils :**  Comment of the effectiveness of the  elements and instrumentation in different  pieces of programme music describing  morning and sunrise Take on a leading  role in group compositions using ideas  from listening activity in own morning mood  compositions selecting appropriate sound  sources and manipulating the elements of  music to create an intended effect | * Using Peter Grimes Graphic score to reinforce learning from previous lesson * Listening to morning music worksheet * Evaluation of morning composition | Self assessment of morning composition |  |
| Week 5 | * Learn about lullabies and how composers have used the elements of music to create the feeling and mood of night through music * Learn about pitch by performing a melodic part as part of a group lullaby performance * **Literacy** – “Nocturne” as a type of night music in relation to other words e.g. “noctural” | **All** – **Level 3 (working towards) All Pupils:**  Identify elements of music in a variety of music describing night Perform a simple melodic part such as the bass line within a group lullaby performance    **Most** – **Level 4 (working at) Most Pupils:**  Identify the expressive use of the elements of music in a variety of music describing night Accurately perform a melodic part such as the ostinato or melody part within a group lullaby performance with an awareness of how their part fits with others as a whole in a group  **Some** – **Level 5/6 (working beyond/GAT) Some Pupils:**  · Accurately describe how elements of music have been used to create an intended effect using subject specific vocabulary Take on a leading role in a group performance of a lullaby performing more complex parts such as the descant melody or piano accompaniment or performing on their own instrument | * Worksheet listening to night music. Students listen to famous works and identify graphic representations of them. * Scores for Brahms Lullaby differentiated. * Plenary song sheet- music of the night | Peer assessment of the lullaby performance |  |
| Week 6 | * Sing and perform melodic parts from different songs to do with morning * Revise all learning regarding sounds and the elements of music   **Literacy** – Subject specific vocabulary relating to the elements of music is used throughout this unit building a foundation for all music work at KS3. | **All** – **Level 3 (working towards) All Pupils :** Sing unison songs with a morning theme as part of the class and perform simple melodic parts from these songs  Identify the elements of music in a variety of different pieces of music from different times and places    **Most** – **Level 4 (working at) Most Pupils :** Sing and perform morning songs with accuracy of pitch and rhythm  Identify the expressive use of the elements of music in a variety of different pieces of music from different times and places    **Some** – **Level 5/6 (working beyond/GAT) Some Pupils :** Take on a leading role in singing and performing melodic parts of songs with a morning theme  · Describe how composers manipulate and use the elements of music in a variety of music to create an intended effect | * Song sheet music of the night revision * Song sheet Oh What a Beautiful Morning * Assessment worksheet * Evaluation worksheet | Final assessment of unit |  |
| Week 7 |  |  |  |  |  |