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| **Subject: Music** | **Course/Year group: 7** | **Topic: Scales and ladders** |

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| Overview:  Pupils begin exploring the Pentatonic Scale and the effect this has on music. They sing, perform and compose using the notes of the Pentatonic Scale and see how the composer Debussy uses this to achieve and intended effect in his music. Pupils then move onto the chromatic scale and explore the effect which this scale has performing short chromatic phrases from popular songs and again looking at how Debussy uses the chromatic scale. The Major and minor scales are introduced and pupils learn about the construction of both scales in relation to tones and semitones and learn to distinguish between the sound of major and minor tonality. Finally pupils develop their ability to recognize and use the whole tone scale and create short expressive compositions, using note clusters made from the notes of the whole tone scale to describe the moods stimulated by impressionist pictures, exploring the more abstract use of sound and again looking at how the composer Debussy uses the whole tone scale in his music |

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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. | **Level 3 (working towards) All Pupils will:**  · Understand that a scale is a series of notes or “ladder” on which a piece of music is based  · Know that there are different types of scale which are constructed by different patterns  · Perform and compose basic melodies using the correct notes of different scales  · Sing, as part of the class, songs which are based on different scales  Compose an impressionist-style piece using the whole tone scale based on an impressionist painting  **Level 4 (working at) Most Pupils will:**  · Move around the keyboard using tones and semitones to find different notes  · Know the names of different types of scales – pentatonic, chromatic, major, minor and whole tone scales  · Perform and compose more complex pieces using sharps and flats and the correct fingering when performing scales  · Be able to tell the difference between major and minor when listening to music  Compose an impressionist-style piece using note clusters based on the whole tone scale as an accompaniment based on an impressionist painting  **Level 5/6 (working beyond/GAT) Some Pupils will :**  · Know that pattern of tones and semitones which make up the major and minor scale  · Aurally identify scales when listening to music  · Describe the effect that different types of scales have on a piece of music  · Perform, compose and improvise using the correct notes of different scales in different styles  · Perform (and transpose) melodies into different major keys  Compose and impressionist-style piece which clearly captures the mood and emotions of an impressionist painting on which it is based | **Cross curricular:**   * **Identity and cultural diversity** * **Global dimension and sustainable development** * **Creativity and Critical thinking** * **Global dimension and sustainable development** * **Technology and media**   **PLTS:**   * **Independent enquirers** * **Self-managers** * **Team Workers** * **Creative Thinkers** * **Reflective Learners** * **Effective Participators** |

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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 the Pentatonic Scale * Use the correct fingering on a keyboard when performing using the Pentatonic Scale * Learn about composing a Pentatonic melody to fit with rhythms of words   **Literacy** – Descriptive words and adjectives  could be used when listening and identifying  different sounds. | **Level 3 (working towards) All Pupils:**  Understand that a Pentatonic Scale is constructed of 5 notes  Sing and perform a simple Pentatonic melody with accuracy of pitch  **Level 4 (working at) Most Pupils:**  Sing and perform, using the correct fingering, a simple Pentatonic melody with accuracy of rhythm and awareness of phrasing  Compose lyrics to fit with the rhythm of a Pentatonic melody  **Level 5/6 (working beyond/GAT) Some Pupils :**  Sing and perform confidently and accurately, a simple Pentatonic melody taking a leading role in group performances  Perform the chords of C major and G major  Comment on the effectiveness of own and other’s work | Once a man score worksheet.  Which notes are theses? worksheet. | 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 | * Compose melodies based on the notes of the Pentatonic Scale to fit with a rhythm Perform own and other’s Pentatonic melodies * Learn how the composer Debussy uses the Pentatonic Scale in his music * Sing Pentatonic songs | · **Level 3 (working towards) All Pupils :**  Compose and perform simple Pentatonic melodies and add sound effects to a given poem  Sing Pentatonic songs as part of the class.  **Level 4 (working at) Most Pupils**  Perform and compose more effective Pentatonic melodies recording ideas using note letter names  Describe how Pentatonic scales create a certain effect in music  Sing Pentatonic songs with an awareness of Pentatonic scale on which they are based  **Level 5/6 (working beyond/GAT) Some Pupils :**  Perform and compose Pentatonic melodies with a sense of structure and phrasing using staff notation  Comment on the mood and tempo of a piece of music based on the Pentatonic scale  Take on a leading role in performing and singing Pentatonic songs | * From poem to song worksheet. * Once a man score worksheet. * Once a man composing sheet. * Pagodes listening worksheet. * Pentatonic songs sheets. |  |  |
| Week 3 | * Learn about the Chromatic Scale * Learn about Semitones * Sing and Perform song melodies which use the Chromatic scale | **Level 3 (working towards) All Pupils :**  Understand that the chromatic scale uses all 12 notes consisting of black and white notes  Sing as part of the class a song which uses parts of the chromatic scale  Perform one simple melody which uses the chromatic scale  Level 4 (working at) Most Pupils  Identify how composers and songwriters have used the chromatic scale in music from different times and places  Understand that the chromatic scale is made of up semitones  Sing a song which uses parts of the chromatic scale showing good sense of pitch and diction  Perform two simple melodies which use the chromatic scale  Level 5/6 (working beyond/GAT) Some Pupils :  Understand the distance between two adjacent notes on a keyboard is that of a semitone including between notes that don’t have a black note in between e.g. E & F and B & C  Take on a leading role in singing and performing all of the given melodies which use the chromatic scale showing flair and accuracy | * Chromatic scale starter sheet. * Semitone worksheet * When I’m 64 score sheet * 3 chromatic melodies worksheet. |  |  |
| Week 4 | * Learn how composers have used the Chromatic scale in different types of music * Perform a famous piece of music which uses the chromatic scale * Sing a song which uses the chromatic scale. | **Level 3 (working towards) All Pupils :**  Identify the chromatic scale when listening to different types and styles of music  Perform the melody line of “Für Elise” with assistance  Sing, as part of the class, a song which uses the chromatic scale  Level 4 (working at) Most Pupils  Identify the expressive use of the chromatic scale when listening to different types and styles of music  Perform the melody line of “Für Elise” independently with accuracy of pitch and rhythm and awareness of chromatic notes  Sing, as part of the class, a song which uses the chromatic scale showing awareness of pitch when moving chromatically  **Level 5/6 (working beyond/GAT) Some Pupils :**  Identify how the chromatic scale can be used to achieve different effects when listening to different types and styles of music  Perform the accompaniment part to “Für Elise” showing awareness of how this fits with the melodic line | Fur Elise Score  Listening worksheet, L’apres-midi d’un Faun |  |  |
| Week 5 | * Learn about the C major scale * Understand how the major scale is made up using a pattern of tones and semitones * Understand how a melody can be made up using the notes of the C major scale * Distinguish between melodies which move by step (like a scale) and those which move by leap | **Level 3 (working towards) All Pupils :**  Perform the notes of the C major scale ascending and descending in time with a sense of rhythm and pitch  Understand the difference between tones and semitones  Sing and Perform “Ode to Joy” using the scale of C major  **Level 4 (working at) Most Pupils**  Perform the notes of the C major scale on a keyboard using the correct finger technique ascending  Understand how the C major scale is constructed of a pattern of tones and semitones  Perform “Ode to Joy” either (or both) the melody and chordal accompaniment parts in the key of C major  Aurally distinguish between melodies which move by step and those which move by leap  **Level 5/6 (working beyond/GAT) Some Pupils :**  Perform the notes of the C major scale on a keyboard using the correct finger technique both ascending and descending  Work out scales of other home or tonic notes using the major scale pattern of tones and semitones  Perform “Ode to Joy” in a variety of different major keys  Comment on how leaping melodies affect a melody | C major/minor worksheet  Major scales worksheet  Ode to Joy score sheet.  Ode to Joy in different keys. |  |  |
| Week 6 | * Understand how a melody can be made up using the notes of the major scale. * Understand how a drone can be used as an accompaniment for a melody * Compose a melody using notes of the C major scale | **Level 3 (working towards) All Pupils :**  Perform a drone accompaniment to Pavane for Jack Point  Compose a basic 4-bar melody using the notes of the C major scale  **Level 4 (working at) Most Pupils**  Perform the melody to Pavane for Jack Point in pairs using a drone accompaniment  Compose an effective 4-bar melody using the notes of the C major scale with awareness of pitch and duration  **Level 5/6 (working beyond/GAT) Some Pupils :**  Perform further parts to Pavane for Jack Point with attention to timbre, phrasing and dynamics  Produce stylistic and effective 4-bar melodies based on the notes of the C major scale recording ideas in staff notation | Major Minor scales worksheet  Pentatonic scales worksheet.  Composition worksheet Pavane  Frozen food songsheet. |  |  |
| Week 7 | * Learn about the C minor scale * Understand how the minor scale is made up using a pattern of tones and semitones * Understand how a melody can be made up using the notes of the C minor scales * Tell the difference between music which uses a Major scale and music which uses a minor scale | **Level 3 (working towards) All Pupils :**  Perform the notes of the C minor scale ascending and descending in time with a sense of rhythm and pitch  Perform the melody to “Twinkle, Twinkle Little Star” in the keys of both C Major and C minor  Evaluate own and other’s performances  **Level 4 (working at) Most Pupils**  Perform the notes of the C minor scale on a keyboard using the correct finger technique ascending  Understand how the C minor scale is constructed of a pattern of tones and semitones  Add suitable accompaniments to “Twinkle, Twinkle Little Star” which fit with major and minor versions of the melody  Aurally distinguish between music in major and minor tonalities  **Level 5/6 (working beyond/GAT) Some Pupils :**  Perform the notes of the C minor scale on a keyboard using the correct finger technique both ascending and descending  Work out scales of other home or tonic notes using the minor scale pattern of tones and semitones  Put together a refined and well structured and rehearsed performance which clearly shows the difference between major and minor tonalities | * Major and minor scales. * Creating minor scales worksheet * Twinkle Twinkle… in C major and Minor * Self assessment twinkle... |  |  |