

YEAR 7 PERFORMANCE STUDIES (MUSIC) MUSICAL ELEMENTS AND CHORDS SCHEME OF LEARNING OVERVIEW

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>Piano/keyboard is a familiar instrument, first appeared in Ancient Greek in the late 3rd century BC. Electric keyboards dominate in the British music industry and offer to play different sounds and sound effects.</p> <p>Piano/keyboard playing will help students to develop their understanding of music and performing as a whole class as well as individually. Through learning chords, students will learn how harmony builds up on existing melody to produce a pleasing effect. Playing with both hands promotes the use of both left side and right sides of the brain, which can be utilised in other disciplines such as mathematics and science. It can also have a profound impact on speech, language, memory, and attention.</p> <p>Some students may have played the keyboard before but for many this will be a completely new instrument which requires consideration of posture and technique. Tasks are differentiated to allow for more experienced players to explore more advanced melodies and accompaniment. Keyboard is revisited in Y8 and allows students to explore improvisation, composing and interpreting music.</p> <p>Learning and developing an awareness of musical elements of pulse, pitch, rhythm, tempo, dynamics, texture, and timbre will contribute to development of an aural perception of the music being played as well as evaluating performances. Playing chords will link to basic knowledge of music theory and contribute to composing and improvising expressively.</p>	<p>The scheme of learning will focus on the following three key skills and concepts:</p> <ol style="list-style-type: none"> 1) Playing simple melody and accompaniment on keyboard. 2) Keyboard technique – correct technique and use of fingering. 3) Expression awareness – being able to demonstrate varied dynamics/articulation on keyboard. <p>These are the three key areas that enable students to successfully play the keyboard. Development of these skills lay the foundation to move onto composing and reading music notation. Once acquired, these skills feed into years 8 and 9 by providing transferable skills that are a necessity for the learning of other instruments and composing.</p>	<p><i>Dynamics – how loud or quiet we play.</i> <i>Rhythm – pattern of different note lengths.</i> <i>Beat – steady pulse.</i> <i>Melody – a tune.</i> <i>Pitch – high or low.</i> <i>Texture – thick or thin.</i> <i>Timbre – quality of the sound.</i> <i>Tempo – speed of music.</i> <i>Allegro – fast.</i> <i>Andante – walking pace.</i> <i>Semibreve – 4 beats.</i> <i>Minim – 2 beats.</i> <i>Crotchet – 1 beat.</i> <i>Triad – chord with 1st, 3rd and 5th.</i> .</p>

Challenge and Support:	Worldwide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
<p>Throughout the scheme of learning, teachers will use various approaches to support lower ability students and stretch more gifted keyboard players in the following ways:</p> <ol style="list-style-type: none"> 1) Use of labeled notes (all the resources will use music notation as well as alphabetical labels). 2) Range of pieces (some students may play graded pieces, using both hands). 3) Range of keys (some pieces may include accidentals rather than only white keys). <p>The scheme of learning caters for all abilities through the three music specific differentiation strategies above. There is a range of abilities in a music class due to keyboard playing being a skill that requires understanding of technique, fingering and rhythm together with music notation awareness; this scheme of learning allows all abilities to progress. Higher achievers may play advanced pieces, perform on grand piano with expression, whilst lower achievers can focus on the main melody using varied fingering and increase difficulty once this is achieved. All activities will be grouped by ability to enable students to feel comfortable in their environment. These strategies enable all students, regardless of SEND requirement, to be ambitious about their own musical ability.</p>	<p>Social Issues</p> <ul style="list-style-type: none"> • Being able to work as a team • Communication • Respecting others <p>Wider world learning</p> <ul style="list-style-type: none"> • The earliest type of keyboard was invented in Ancient Greek in the 3rd century BC. • Students will listen to the work of music composers (Beethoven/Haydn/Grieg). • Students will listen to performances by different pianists. 	<p>Students will have the opportunity to further their skills at the weekly after-school club which is provided free of charge by the Music department (every Thursday).</p> <p>Students have the opportunity to have 1:1 or duo piano lessons which are provided by the Norfolk Music Hub or private tutors.</p> <p>Students will have the opportunity to perform in school concerts.</p>

Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<p>“Where words leave off, music begins.”</p> <ul style="list-style-type: none"> - Heinrich Heine, German poet. <p>Music is a sociable subject and students will benefit from increased literacy, intellectual and creative growth as well as improved social skills and confidence which can lead to higher academic achievement in the future.</p> <p>In addition to the above, the performance studies values are key in keyboard playing, for example:</p> <ul style="list-style-type: none"> ● Inspiration: Hearing a piece performed by professional musicians and being able to play it on an instrument. ● Excellence: Solo performing opportunities, practise makes permanent. ● Respect: Respecting individual performances within the class, accepting that everyone can play at different level. ● Determination: Improving your skills and mastering an instrument. 	<p>Students will read the subject specific vocabulary and key words will be highlighted in the lesson resources.</p> <p>Students will read different rhythmic patterns, spotting patterns in music notation (notes on the line/in the space) and use counting to understand different note lengths.</p>	<p>Some students may play a melody using both hands. Student should develop a correct method of using varied fingering in one hand before moving on to using both hands.</p> <p>Some students may naturally play chords with their first three fingers rather than 1st, 3rd and 5th finger.</p> <p>Some students may play quavers in faster tempo than the rest of the notes.</p>
<p>Assessment timeline:</p>		
<p>At the beginning of the scheme of learning, students will engage in a simple warm-up exercises and explore music notation. This will enable the teacher to recognize the more capable and set them more advanced tasks to work with so they can progress at the correct level. The key skills and concepts will be assessed lesson by lesson formatively. Teachers will provide extension tasks or increase the complexity of an activity so students know when they are making progress (for example a student may be ready to play with both hands. The teacher will use modelling for each skill or task so that students can repeat. This will allow students to see and listen to the model that they are trying to achieve for each skill or task. The final lesson of the scheme of learning will be based on HEAD/HANDS/HEART concept to assess the practical skills, effective attitude towards learning and theoretical knowledge.</p>		
<p>Home learning/extra-curricular</p>		
<ul style="list-style-type: none"> ● Some students may have their own instrument to practise on. ● Music after-school club on Thursdays. 		
<p>Feedback</p>		

Feedback from the teacher in music lessons will be purely verbal and specific to the lesson objective. Teachers will observe students rehearsing/performing in every lesson. **The teacher should aim to provide one piece of feedback on rehearsing/performing every lesson for every child. This will vary due to the size of classes.**

Due to the nature of learning an instrument, peer feedback will be incorporated frequently. Often students are feeding back to their own group/partner and this provides an excellent opportunity for them to give details on what went well and what could be improved.

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit:																													