

Subject	Year	Term												
Music	7	2												
Topic														
Keyboard Skills and Melody Writing														
Content (Intent)														
Prior Learning (Topic) Induction – The Fundamentals of Music														
<p>Keyboard and Melody Writing</p> <p>During this term students will reinforce their knowledge of notation begun in term 1 through developing keyboard skills in both practice and basic music theory. Students will explore melody writing and conventions of good melodies through practical experience as well as notation. A deeper knowledge of musical structure and other elements introduced earlier in the year will also be developed.</p>														
Future Learning (Topic) Film Music														
What Knowledge and Skills will be taught (Implementation)	How will your understanding be assessed & recorded (Impact)													
<p><u>Melody Writing</u></p> <p>Skills Focus:</p> <ul style="list-style-type: none"> Melody Composition and fluent performance <p>Context:</p> <ul style="list-style-type: none"> The features of an effective melody through performing and composing using keyboards and tuned percussion <p>Content:</p> <ul style="list-style-type: none"> Staff notation exercises and keyboard skills via introductory keyboard tunes Analysis of songs with clear structures (pop songs, musicals). Conjunct and disjunct melodic devices. AABA structure melody composing. Staff notation. Simple accompaniments. Composer of the Fortnight 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> Assessment of role in group compositions. Homework Evaluations for composition. Homework graphic score. Melody writing in an AABA structure (including notation). Performance of melody with appropriate accompaniment. Listening activities. <p><u>Contributing to NC Coverage</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td><i>Play and perform confidently, fluency, accuracy</i></td> <td style="text-align: center;">✓</td> </tr> <tr> <td><i>Improvise, compose, extend ideas in range of structures, styles, genres, traditions</i></td> <td style="text-align: center;">✓</td> </tr> <tr> <td><i>Use staff and other notations</i></td> <td style="text-align: center;">✓</td> </tr> <tr> <td><i>Inter-related dimensions of music, tonalities, scales, devices</i></td> <td style="text-align: center;">✓</td> </tr> <tr> <td><i>Listening with discrimination – great composers</i></td> <td style="text-align: center;">✓</td> </tr> <tr> <td><i>Deeper understanding of music performed – it's history</i></td> <td></td> </tr> </tbody> </table>		<i>Play and perform confidently, fluency, accuracy</i>	✓	<i>Improvise, compose, extend ideas in range of structures, styles, genres, traditions</i>	✓	<i>Use staff and other notations</i>	✓	<i>Inter-related dimensions of music, tonalities, scales, devices</i>	✓	<i>Listening with discrimination – great composers</i>	✓	<i>Deeper understanding of music performed – it's history</i>	
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How can parents help at home?														
<ul style="list-style-type: none"> Listen to songs with students and identify sections such as verse, chorus, instrumental, intro, outro. 														
Helpful further reading/discussion (including Reading and Vocabulary Lists)														
<p>Reading</p> <ul style="list-style-type: none"> Year 7 Music Knowledge Organisers Listen to song melodies, identifying step, leap and repeated sections in the structure. Follow-up reading and listening from Composer of the Fortnight Do Now activities. 	<p>Vocabulary Lists</p> <table style="width: 100%;"> <tbody> <tr> <td>Melody</td> <td>Treble Clef</td> </tr> <tr> <td>AABA Form</td> <td>Stave</td> </tr> <tr> <td>Ternary</td> <td>Lines and Spaces</td> </tr> <tr> <td>Conjunct - stepwise</td> <td>FACE and EGBDF</td> </tr> <tr> <td>Disjunct - by leap</td> <td>Ledger Lines</td> </tr> <tr> <td>Repeat</td> <td></td> </tr> </tbody> </table>		Melody	Treble Clef	AABA Form	Stave	Ternary	Lines and Spaces	Conjunct - stepwise	FACE and EGBDF	Disjunct - by leap	Ledger Lines	Repeat	
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