



Subject		Year		Term													
Music		7		2													
Topic																	
The Musical Elements																	
Content (Intent)																	
Prior Learning (Topic)		Induction – Pulse & Rhythm															
The Musical Elements																	
<p>During this term students will be taught about the building blocks of music. Students will be taught to identify these elements when listening to music and to exploit them through further development of performing and composing skills in practical work.</p>																	
Future Learning (Topic)		Melody															
What Knowledge and Skills will be taught (Implementation)			How will your understanding be assessed & recorded (Impact)														
<p><u>The Musical Elements</u></p> <p>Skills Focus:</p> <ul style="list-style-type: none"> Learning to perform by exploiting the musical elements. <p>Context:</p> <ul style="list-style-type: none"> Composing expressively to a visual / narrative stimulus through improvisation within a given structure <p>Content:</p> <ul style="list-style-type: none"> Key terms of the Elements of Music The orchestra, Film Music, Graphic scores <i>The Haunted House</i> <i>Lord of the Rings, Jumanji, Pirates of the Caribbean</i> A variety of listening activities reinforcing the knowledge and supporting continued skills development on classroom instruments. To use the element terms accurately in writing and discussion. 			<p><u>Assessment</u></p> <ul style="list-style-type: none"> Assessment of role in group compositions Homework Evaluations for composition Homework graphic score Assessment of Elements literacy <p>Listening activities</p> <p><u>Contributing to NC Coverage</u></p> <table border="1"> <tr> <td><i>Play and perform confidently, fluency, accuracy</i></td> <td>✓</td> </tr> <tr> <td><i>Improvise, compose, extend ideas in range of structures, styles, genres, traditions</i></td> <td>✓</td> </tr> <tr> <td><i>Use staff and other notations</i></td> <td>✓</td> </tr> <tr> <td><i>Inter-related dimensions of music, tonalities, scales, devices</i></td> <td>✓</td> </tr> <tr> <td><i>Listening with discrimination – great composers</i></td> <td>✓</td> </tr> <tr> <td><i>Deeper understanding of music performed – it's history</i></td> <td></td> </tr> </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>	
<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>																	
How can parents help at home?																	
<ul style="list-style-type: none"> To develop critical listening by helping students identify instruments aurally and using element vocabulary. 																	
Helpful further reading/discussion (including Reading and Vocabulary Lists)																	
<p>Reading</p> <ul style="list-style-type: none"> Year 7 Music Workbook Listen to orchestral music, identifying the specific instruments. 		<p>Vocabulary Lists</p> <p>Pitch</p> <p>Texture</p> <p>Timbre</p> <p>Tempo</p> <p>Dynamics</p> <p>Duration</p> <p>Attack and Decay</p> <p>Mickey mousing</p>		<p>Structure</p> <p>Silence</p> <p>Orchestral Instruments</p> <p>Chords</p> <p>Drone</p> <p>Clusters</p> <p>Diegetic/Non-diegetic</p> <p>Soundtrack/Score</p> <p>Leitmotif/Foley sound</p>													