



Subject		Year		Term													
Music		7		3													
Topic																	
Melody Writing																	
Content (Intent)																	
Prior Learning (Topic)		The Musical Elements															
<p>Melody Writing</p> <p>During this term, students will reinforce their knowledge of notation begun in term 1 through developing keyboard skills 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)		The Beatles and Music for Special Occasions															
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 <i>Love Me Tender</i> and other songs with clear structures (pop songs, musicals) AABA melody composing Staff Notation Simple accompaniments 			<p><u>Assessment</u></p> <ul style="list-style-type: none"> Melody writing in an AABA structure (including notation) Performance of melody with appropriate accompaniment Written homework evaluation Listening activities Y7 Music Exam in June <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>	
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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 Workbook Widen own listening and critically evaluate use of structural features and melodic conventions. 		<p>Vocabulary Lists</p> <p>Melody</p> <p>AABA Form</p> <p>Ternary</p> <p>Step</p> <p>Leap</p> <p>Repeat</p>		<p>Verse</p> <p>Chorus</p> <p>Instrumental Section</p> <p>Intro(Duction)</p> <p>Outro</p> <p>Coda</p>													