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**Knowledge Rich Curriculum Plan**

Year 7 Music / Folk Music



| **Lesson/Learning Sequence**  | **Intended Knowledge:***Students will know that…* | **Tiered Vocabulary**  | **Prior Knowledge:***In order to know this students, need to already know that…* | **Assessment**  |
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| **Lesson 1 – History of Folk Music** | **History of Folk music/comparing two folk songs*** Folk music is an oral tradition
* There was a folk music revival in the 1950s
* Fusion is a blend of two musical genres
* Folk-rock is a type of musical fusion.
* Instrumental music features no vocals or lyrics

*Music is passed down by word of mouth/not written down. Fusion is when two or more musical styles are mixed together.**Some of the themes of folk songs are Work songs, Sea shanties, Everyday life, The Seasons, Battles and wars, Shepherd’s songs, Lullabies. Only instruments playing and no vocals/singers in instrumental music. Morris dancing music/Maypole dancing music are examples of instrumental music.* *Listening – Comparing Bogie’s Bonny Belle and The Rocky Road to Dublin, identifying instruments, guitar playing styles, understanding Melody with Accompaniment, understanding the difference between Strophic and Through composed compositions.*  | Folk music, oral tradition, Fusion, Folk-Rock, genre, Lyrics, Instrumental, Work songs, Finger picking, Strumming, Melody with accompaniment.  |  Units 1, 2, 3, 4 and 5.  | Four retrieval questions to be set for homework in preparation for next weeks retrieval task.  |
| **Lesson 2 – World Folk Songs** | * A Pedal note is *a note of long duration , often held in the bass part , which uses the tonic note. The melody and chords fit over the top.*
* A Drone is a *continuous sounding notes that are usually a fifth apart.*
* An Ostinato is *a repeated musical pattern as an accompaniment.*
* An interval is *the distance between two musical notes.*

Listening to World Folk Songs (American)Identifying voice types and instruments. Describing accompaniments and form and structure in folk songs (strophic and through composed).  | Folk music, oral tradition, Fusion, Folk-Rock, genre, Lyrics, Instrumental, Work songs, Finger picking, Strumming, Melody with accompaniment, strophic, through-composed. Pedal note, alberti bass, chords, ostinato, drone, interval.  | Units 1, 2, 3, 4 and 5. | Retrieval task 1Four retrieval questions to be set for homework in preparation for next weeks retrieval task. |
| **Lesson 3 – Listening to and performing Sea Shanties** | * *Explain how a triad is formed and played. (A three-note chord. The root, third and fifth note played together).*
* *How a ‘broken chord’ performed. The notes of a chord are played separately in a variety of orders.*
* *In what order are the notes of an Alberti bassline are played (Root, fifth, third, fifth).*
* *Name nine folk instruments. Penny/tin whistle, Harmonica/mouth organ, Acoustic guitar, Northumbrian pipes, accordion, Fiddle (violin), Mandolin, Banjo, Concertina.*

Listening to an arrangement of ‘Drunken Sailor’ by Malcolm Arnold (Aos4). Identifying the instruments of a wind quintet, understanding the term ‘arrangement’, listening to ostinatos. Warming up voices, rehearsing and performing Drunken Sailor in three parts.  | Folk music, oral tradition, Fusion, Folk-Rock, genre, Lyrics, Instrumental, Work songs, Finger picking, Strumming, Melody with accompaniment, strophic, through-composed. Pedal note, alberti bass, chords, ostinato, drone, interval, triad, broken chord,Sea shanty. | Units 1, 2, 3, 4 and 5. | Retrieval task 2Four retrieval questions to be set for homework in preparation for next weeks retrieval task. |
| **Lesson 4 – The Wellerman** | Studying the sea shanty, The Wellerman.* *They will know that a variety of ‘folk style’ accompaniments can be added to the melody of a sea shanty to thicken the texture, add interest, give the melody a more folk-like flavour.*

Students will learn to sing the sea shanty The Wellerman. Students will learn to play The Wellerman on the keyboard. Students will revisit the terms Accompaniment, Minor, Tonic Pedal, Bass part, Drone, Ostinato, Chords. Students will learn how to add the above accompaniments using the keyboards (in pairs). | Folk music, oral tradition, Fusion, Folk-Rock, genre, Lyrics, Instrumental, Work songs, Finger picking, Strumming, Melody with accompaniment, strophic, through-composed. Pedal note, alberti bass, chords, ostinato, drone, interval, triad, broken chord,Sea shanty. | Units 1, 2, 3, 4 and 5. | Retrieval task 3 |
| **Lesson 5: Written Assessment** | Written/Theory- Assessment lessonStudents complete a written assessment based on the retrieval tasks set throughout this unit. They will continue to practise performing Drunken Sailor or The Wellerman in pairs, in preparation for a practical assessment in lesson 6.  | Folk music, oral tradition, Fusion, Folk-Rock, genre, Lyrics, Instrumental, Work songs, Finger picking, Strumming, Melody with accompaniment, strophic, through-composed. Pedal note, alberti bass, chords, ostinato, drone, interval, triad, broken chord,Sea shanty. | Units 1, 2, 3, 4 and 5. | Written assessment (30 minutes) |
| **Lesson 6 – Keyboard practice – Learning to play Drunken Sailor or The Wellerman/Practical assessment.** | Keyboard performance assessmentStudents will perform either The Wellerman or Drunken Sailor in a pair or solo. They will perform the melody or an accompaniment as a drone, ostinato, bass pedal, or chords. Success criteria based on accuracy of performance, expression and interpretation and their ability to work collaboratively (ensemble).  | Folk music, oral tradition, Fusion, Folk-Rock, genre, Lyrics, Instrumental, Work songs, Finger picking, Strumming, Melody with accompaniment, strophic, through-composed. Pedal note, alberti bass, chords, ostinato, drone, interval, triad, broken chord,Sea shanty. | Units 1, 2, 3, 4 and 5. | Practical keyboard assessment, students perform solo or duo.  |