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**Knowledge Rich Curriculum Plan**

Year 7 Music – Unit 1 - Building Bricks – The Elements of 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**  **Baseline Assessment** | Baseline Listening Assessment Opportunity: Year 7 Baseline Listening Assessment. | Elements of Music, Silence, Dynamics, Duration, Articulation, Timbre/sonority, Texture, Tempo, Pitch, Graphic score, ensemble, notation, melody/tune, structure, Solo, duet, rhythm, semibreve, crotchet, dotted crotchet, minim, stepwise movement, Legato, staccato, accelerando, ritardando, conjunct, disjunct | Musical education at primary level will determine result of baseline assessment. | Baseline assessment |
| **Lesson 2**  **Baseline assessment 2** | Baseline Listening Assessment Opportunity: Year 7 Baseline Listening Assessment. | Elements of Music, Silence, Dynamics, Duration, Articulation, Timbre/sonority, Texture, Tempo, Pitch, Graphic score, ensemble, notation, melody/tune, structure, Solo, duet, rhythm, semibreve, crotchet, dotted crotchet, minim, stepwise movement, Legato, staccato, accelerando, ritardando, conjunct, disjunct | Musical education at primary level will determine result of baseline assessment. | Baseline assessment |
| **Lesson 3**  **The building bricks of music – Graphic Score**  . | **The Building Bricks Of Music**  **Theory**   * There are eight Elements of Sound and each element can be used to shape the music that we listen to. * An acrostic can be created to help remember the elements. * A Graphic Score is a visual representation of musical sound. * Ensemble work involves more than one musical performer. * Instruments of the percussion trolley can be used to create a short musical piece titled Night Storm, using the graphic score for Night Storm. * Students will know how to realise ‘Night Storm’ as a graphic score, focusing on the elements of Dynamics and Timbre/Sonority using classroom instruments. * They will know how to perform as part of a musical group (ensemble).   **Performance**  Class will learn to perform the graphic score Night Storm using percussion instruments. They will know that a graphic score can be used to create a musical performance. Students will have the opportunity to conduct. | Elements of Music, Silence, Dynamics, Duration, Articulation, Timbre/sonority, Texture, Tempo, Pitch, Graphic score, ensemble, notation, melody/tune, structure, Solo, duet, rhythm, semibreve, crotchet, dotted crotchet, minim, stepwise movement, Legato, staccato, accelerando, ritardando, conjunct, disjunct | Some students will be familiar with the concept of musical elements and how they might be applied when listening and appraising. | Ongoing teacher assessment of Night Storm performance. |
| **Lesson 4**  **Listening and dictation** | **Listening and dictation**  **Theory**   * Moonlight, Eine Kleine Nachtmusik and Nocturne can all be listened to and appraised with a focus on the elements of music. * It is possible to listen carefully to music and using staff notation (dictation exercise) write down the rhythms/melodies that are played. They will be able to complete a graphic score using graphic notation to represent the different sounds that they hear. | Elements of Music, Silence, Dynamics, Duration, Articulation, Timbre/sonority, Texture, Tempo, Pitch, Graphic score, ensemble, notation, melody/tune, structure, Solo, duet, rhythm, semibreve, crotchet, dotted crotchet, minim, stepwise movement, Legato, staccato, accelerando, ritardando, conjunct, disjunct | Students have had prior experience of listening and appraising music and will understand how the elements of music can be linked to a listening activity. | Retrieval task 1  1. Name the eight elements of music that we are studying this unit.  2. What does the element of music pitch describe?  3. What does the element of music tempo describe?  4. Give an example of a way that a composer might use tempo in a piece of music. |
| **Lesson 5**  **Ode To Joy** | **Ode To Joy**  **Theory**   * Beethoven’s “Ode to Joy” from ‘Symphony No.9’ can be listened to in relation of the Elements of Music and features a melody that moves stepwise in pitch and is structured AABA. * The rhythm of the Ode To Joy melody is mainly crotchets but features dotted crotchets and quaver rhythms too. * The melody of Ode To Joy uses only five notes, CDEF and G. * The melody can be played with the right hand using specific fingering that promotes good keyboard technique. * Ode to Joy can be performed with two hands, the left hand playing a semibreve tonic bass line (stretch and challenge).   **Performance**  Students will practice Ode to Joy in pairs or solo and will know how to perform Ode to Joy, adding dynamics, articulation, selecting appropriate sonority etc. Some students will perform on the piano at the front. | Elements of Music, Silence, Dynamics, Duration, Articulation, Timbre/sonority, Texture, Tempo, Pitch, Graphic score, ensemble, notation, melody/tune, structure, Solo, duet, rhythm, semibreve, crotchet, dotted crotchet, minim, stepwise movement, Legato, staccato, accelerando, ritardando, conjunct, disjunct | Some students will have prior experience of keyboard instruments. Most students will be familiar with the compositions of Beethoven. | Retrieval task 2  1. Name the eight elements of music that we are studying this unit.  2. What does the element of music duration describe?  3. What does the element of music timbre describe?  4. What does the element of music pitch describe? |
| **Lesson 6**  **Written assessment** | **End of unit assessment.**  Students complete a 30-minute written assessment based on concepts covered within unit.  Ode to Joy performance Assessment. | Elements of Music, Silence, Dynamics, Duration, Articulation, Timbre/sonority, Texture, Tempo, Pitch, Graphic score, ensemble, notation, melody/tune, structure, Solo, duet, rhythm, semibreve, crotchet, dotted crotchet, minim, stepwise movement, Legato, staccato, accelerando, ritardando, conjunct, disjunct | Students will require a thorough understanding of the elements of music and their definitions.  Retrieval tasks and additional questions based on Building Bricks unit form the basis of the end of unit written assessment. | 1.Last week we learnt to play Ode To Joy on the keyboard. Who was the composer of this piece of music?  2. How many different pitches (notes) are used to perform the melody of Ode To Joy?  3. The rhythm of Ode To Joy features a ‘dotted note’. What does a dot after a note tell us?  4. Using letters, describe the structure of Ode To Joy.  Written Assessment |