Swanwick Hall School Long Term Planning

Year 7 Music

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| Learning cycle | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8  |
| 1What is Music?5/9/22 – 21/10/22 | Know what musical dynamics are and discover what musical experiences you will have at Swanwick | To learn what **rhythm** is in music, and begin to learn and use rhythmic notation. | Learn what an Ostinato(i) is, and to learn up to four different ostinati during the lesson. To learn what **texture** is in music | To learn about pulse and tempo in music, and to begin composing the end of project composition. | To learn the names and **sonorities** of a variety **of untuned percussion**, and to know the difference between **untuned and tuned**. To learn about **pitch** in music, and how to apply this to **compositions**. | ***checkpoint week***Students to rehearse their performances in groups, and to check their performance planning against the success criteria. PERFORMANCES/ASSESSMENT. End of module feedback. | ***gap week*** |  |
| 2The Orchestra31/10/22- 22/12/22 | To learn about Tchaikovsky, and the story of the NutcrackerPerformance with broomsticks of Russian dance from the Nutcracker. | Know what the String family consists ofExplore the sound of the String FamilyLearn to count along to Russian Dance | Learning about the woodwind family, and instruments from it such as the **piccolo, flute, clarinet, oboe, bassoon**. | Learning about the percussion family, and instruments, including tuned and untuned instruments | Learning about the brass family, and instruments from it such as the **trumpet, French horn, trombone, tuba.**Learn to play Dance of the Reed Pipes | Learn about how the orchestra fits together and the **role of the conductor**.Students continue learning their piece from The Nutcracker alongside the assessment grades | ***checkpoint week***Final assessments on the Nutcracker Piece they have chosen, final performances to the class. End of module Quiz on whiteboards. | ***gap week*** |
| 3Sing Up!9/1/23 – 3/3/23 | To learn the importance of warming up before singingTo perform a song as a classTo learn what articulation is | To expand our knowledge of different voice types To learn to sing a song as a classTo listen critically to musical examples of singing | To critically reflect on our performance so farTo perform a song from a new styleTo learn what acapella is in music | To learn what a round is in musicTo perform a song in 2-part harmonyTo learn about a structure in popular music | To know what a successful choir looks and sounds likeTo be able to develop your performance alongside the assessment grades for the project | ***checkpoint week***To successfully perform our final class choir performancesEvaluate using the assessment Criteria and fill in yellow assessment sheets | ***gap week*** |  |
| 4Keyboard Crazy6/3/23 – 12/5/23 | To recognise the names of the notes on a line and in a space.To identify and read different note valuesTo recognise simple stave symbols | To be able to perform the first 5 notes of treble and bass clef using both of my handsTo recognise the names of the notes on a line and in a space for treble and bass clefTo add pitch to melody in the treble and bass clefs | To know the difference between a chord and triadTo recognise the difference between Major and Minor chordsTo be able to play a simple piece of music using chords in the left hand | To be able to perform the first 5 notes of treble and bass clef using both of my handsTo recognise the names of the notes on a line and in a space for treble and bass clefTo add pitch to melody in the treble and bass clefs | To understand what to do with the following;b-flat#- sharpTo be able to swap between left and right hand when reading notation.To be able to play a C Major scale. To be able to play the scale over 2 octaves. | To begin to plan and prepare for the assessment next lessonComplete a Music theory Test/assessment using your knowledge from the ‘Keyboard Crazy’ project | ***checkpoint week***Successfully perform your final keyboard assessment piece using the assessment descriptions | ***gap week*** |
| 5Cops and Robbers15/5/23 – 3/7/23 | Be able to sing the verse of cops and robbersKnow the difference between swung and straight rhythmsBe able to play the D blues scale | Be able to sing the chorus section accuratelyKnow what improvisation is and be able to improvise using the Blue scale | Know what an accompaniment is in music Be able to play the bass line accompaniment to the verse of ‘Cops and Robbers’ | Know how to perform a percussion part within the instrumental section of the songKnow what programme notes are and know how to write successful programme notes | What makes a successful musical performanceHow to successfully plan and prepare for a performance of ‘Cops and Robbers’ using the assessment criteria | ***checkpoint week***Be able to perform your part independently alongside the class Use assessment levels to evaluate performance | ***gap week*** |  |