**LSA Music Department Scheme for learning Year 7 Overview Document**

The start of Year 7 provides a chance for secondary teachers to revisit the work done with our Year 5 and 6 primary liaison programme. This enables the teacher to learn about their pupils’ musical education from primary school. Especially with a focus on reading notation, playing an instrument, composing melodies and singing as a class.

**Singing**

• Sing regularly from an extended repertoire with a sense of ensemble and performance. This includes observing phrasing, accurate pitching and dynamic contrast.

• Sing three and four-part rounds, transposing music according to the needs of the class.

• Create opportunities for engendering a sense of performance, whether that be in front of an audience, in the community or through recordings to be shared on virtual platforms.

**Listening**

Develop the technical ability to identify the use of musical elements

Using music included in the lesson planning document below. These pieces have been chosen as they increase in complexity and are pieces chosen from the styles discussed in each of the modules. Year 7 pupils should return to the meaning of the musical elements and start to practise identifying their use in music. Vocabulary will increase as we progress through the year.

**Composition**

Develop understanding of composition through one of/a combination of:

‘Song’ Writing (with or without lyrics)

• Play chord sequences from a range of familiar songs as compositional models.

• Compose chords sequences on the keyboard or guitar in C major or A minor using mainly primary chords. Compose bass lines using the root note of each chord.

• Create melodic song-lines shaped by lyrics and/or harmonic intention.

Programme Music

• Play given chord sequences as examples of harmonic effect.

• Compose chord sequences on the keyboard or guitar in C major or A minor.

• Explore melodic line and simple structural ideas, e.g. ABA.

Melody and Accompaniment

• Compose melodies using vocal or instrumental improvisation, bearing in mind phrase structure.

• Harmonise the cadence points of these phrases.

Improvise

• Improvise new musical ideas over (a) a drone, (b) a chord sequence(s) or (c) over a groove within a given key. This can be done in pairs, as a group or using sequencing software such as Garageband or Noteflight.

• Explore D minor and the pentatonic minor starting on D.

**Performance**

Instrumental Performance

We have two models of progression in instrumental performance as examples of how pupils may develop their skills and understanding over the Key Stage. These are followed alongside a clear emphasis on expressive quality.

Some pupils will already have some facility on their instruments and these lessons should be used to broaden their skills at sight-reading, transposition, composing, improvisation or harmonisation. The inclusion of riffs, bass lines and arrangement of parts will allow all learners to take part and to make meaningful progress.

*Keyboard*

• Learn to find notes on the keyboards. Play rhythmically simple melodies on keyboard instruments, following staff notation written on one stave.

• Use notes within a range of an octave in most cases. With some sharps and flats depending on the progression of individual students.

*Group work – including keyboard, ukuleles, guitars and other instruments*

• Play melodies and chords on instruments learnt aurally or using staff notation on one stave. Developing strumming techniques and ensemble skills with combinations of keyboard, ukuleles, guitars and other instruments that pupils are learning outside the lesson.

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|  | ListeningSkills learnt and topics covered: | ComposingSkills learnt and techniques covered | Performing Skills learnt and performance opportunities |
| 1. Elements of music
 | Elements of Music song. Students will learn basic vocabulary relating to the elements of music. Identification of Instruments and compositional decisions- In The Hall of The Mountain King- Lego House- Nimrod- Wallace and Gromit**\*Assessment – New York\*** | Pitch based composition. Students experiment with writing four phrases at the keyboards and are given advice from their teacher on the use of motifs.Pupils then notate their piece just using the pitch letters of the note.  | 15 / 20 minutes practice every lesson in preparation for our end of term performance.Piece choices include; Frere Jacques, Wallace and Gromit Theme, William Tell Overture.Singing – Elements of MusicAs well as pupils own choice of piece if they prepare pieces another instrument / voice. |

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| Lesson 1 | Welcome to LSAExplanation of what happens in Music lessons and in our extra-curricular groups.Explanation of the Questionnaire homework and sheet to give to the people at home. | The Elements of MusicListening - In the Hall of the Mountain King | Performance practice.* Frere Jacque
* Wallace and Gromit
* William Tell
 | HomeworkQuestionnaire Sheet and Practice for performance |
| Lesson 2 | Collection of Questionnaires – Via Satchel one.Experimenting with Pitch - Teacher example | ListeningLego House – Ed Sheeran | Performance practice.* Frere Jacque
* Wallace and Gromit
* William Tell
 | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 3 | Experimenting with Pitch – Pupil piece | ListeningNimrod - Elgar | Performance practice.* Frere Jacque
* Wallace and Gromit
* William Tell
 | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 4 | Music Theory Sheet | ListeningWallace and Gromit – Julian Knot | Performance practice.* Frere Jacque
* Wallace and Gromit
* William Tell
 | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 5 | Rhythm Composition2 teacher examples followed by 2 pupil examples. | Listening ReviewThe elements of music and how to describe music in preparation for next week’s assessed listening | Performance practice.* Frere Jacque
* Wallace and Gromit
* William Tell
 | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 6 | Rhythm Composition2 teacher examples followed by 2 pupil examples. | Assessed ListeningNew York – Paloma Faith | Performance practice.* Frere Jacque
* Wallace and Gromit
* William Tell
 | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 7 | Performance practice.* Frere Jacque
* Wallace and Gromit
* William Tell
 | Explanation of how to complete the Peer and Self-Assessment page. | Performance * Frere Jacque
* Wallace and Gromit
* William Tell
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|  | ListeningSkills learnt and topics covered: | ComposingSkills learnt and techniques covered | Performing Skills learnt and performance opportunities |
| 1. Music notation
 | Students will learn basic vocabulary relating to the elements of music. Identification of Instruments and compositional decisions. Using this information to write extended descriptions.- William Tell Overture- Apache - Candela- Harry Potter**\*Assessment –Marriage of Figaro\***  | **\*Rhythm and Pitch composition\*** Pupils are given time to experiment with rhythms and write a rhythm of their own.Once this has been done, they allocate pitches to the rhythm creating a melody. Pupils who are able to complete this task are asked to work on a more complex piece with contrasting sections | 15 / 20 minutes practice every lesson in preparation for our end of term performance.Piece choices include; Harry Potter Theme, Jingle Bells as an ensemble.Ukulele Performances on short chord patternsAs well as pupils own choice of piece if they prepare pieces another instrument / voice. |

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| Lesson 1 | Melody Composition Teacher example | The Elements of MusicListening – William Tell Overture - Rossini | Performance practice.* Harry Potter
* Jingle Bells
* Other piece brought in by students who play instruments
 | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 2 | Melody Composition – Pupil Work | The Elements of MusicListening – Apache – Jump On It | Performance practice.* Harry Potter
* Jingle Bells
* Other pieces brought in by students who play instruments
 | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 3 | Melody Composition – Pupil Work cont. | The Elements of MusicListening - Candela | Performance practice.* Harry Potter
* Jingle Bells
* Other pieces brought in by students who play instruments
 | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 4 | Watch the Time | The Elements of MusicListening – John Williams – Harry Potter Theme | Performance practice.* Harry Potter
* Jingle Bells
* Other pieces brought in by students who play instruments
 | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 5 | Introduction to Ukulele / Watch the time Part 2How to use them in the classroomNew ukulele Chords | Listening ReviewThe elements of music and how to describe music in preparation for next week’s assessed listening | Performance practice.* Harry Potter
* Jingle Bells
* Other pieces brought in by students who play instruments
 | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 6 | Ukuleles continuedSight Reading | Assessed ListeningMozart – Marriage of Figaro Overture | Performance practice.* Harry Potter
* Jingle Bells
* Other pieces brought in by students who play instruments
 | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 7 | Performance practice.* Harry Potter
* Jingle Bells
* Other piece brought in by students who play instruments
 | Explanation of how to complete the Peer and Self-Assessment page. | Performance* Harry Potter
* Jingle Bells
* Other pieces brought in by students who play instruments
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|  | ListeningSkills learnt and topics covered: | ComposingSkills learnt and techniques covered | Performing Skills learnt and performance opportunities |
| 1. Listening to Music
 | Students will be able to answer more in depth questions and relate to context of history / social understanding. Using this information to write extended descriptions.- Ode to Joy- Hey Now- Rag Desh**\*Assessed Piece- Uptown Funk\*** | Students complete short composition tasks based on the area of listening being studied that fortnight. These include a Rap composition and a Chinese / Indian scale composition. | 15 / 20 minutes practice every lesson in preparation for our end of term performance.Piece choices include; Ode to Joy with or without bass line.Ukulele Performances of Melodies from tablature.As well as pupils own choice of piece if they prepare pieces another instrument / voice. |

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| Lesson 1 | The three types of Music;Popular, Classical and WorldName 2 classical composersThe Orchestra – Including video | ListeningOde to Joy - Beethoven | PerformancePiece choices include; Ode to Joy with or without bass line. Other piece brought in by students who play instruments outside the lesson. | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 2 | The three types of Music;Popular, Classical and WorldTraditional Indian Music – Sitar and Tabla | ListeningDescribing Sitar and Tabla music – Rag Desh | PerformancePiece choices include; Ode to Joy with or without bass line. Other piece brought in by students who play instruments outside the lesson. | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 3 | MusicLab Song MakerIndividual compositions after modelled to the class. | CompositionTime to explore the program and make their own compositions. | PerformancePiece choices include; Ode to Joy with or without bass line. Other piece brought in by students who play instruments outside the lesson. | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 4 | The three types of Music;Popular, Classical and WorldTraditional African Music – singing and Drumming | ListeningDescribing Ndlovu Youth Choir – Shape of You | PerformancePiece choices include; Ode to Joy with or without bass line.Other piece brought in by students who play instruments outside the lesson. | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 5 | The three types of Music;Popular, Classical and WorldTraditional Chinese Music – Guzheng, Erhu amd Bamboo fluteRadio.garden – website that allows access to radio stations from around the world. | CompositionComposing using the pentatonic scale. Starting with improvisation and then turning into a composition. | PerformancePiece choices include; Ode to Joy with or without bass line.Other piece brought in by students who play instruments outside the lesson. | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 6 | The three types of Music;Popular, Classical and WorldPopular Music styles, Dance, Easy Listening Pop, Rock and Jazz | ListeningIdentifying 5 musical styles and the features of those styles – what do we already know? | PerformancePiece choices include; Ode to Joy with or without bass line.Other piece brought in by students who play instruments outside the lesson. | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 7 | Performance practice.Ode to Joy with or without bass line.Other pieces brought in by students who play instruments | Explanation of how to complete the Peer and Self-Assessment page. | PerformanceOde to Joy with or without bass line.Other pieces brought in by students who play instruments |  |



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|  | ListeningSkills learnt and topics covered: | ComposingSkills learnt and techniques covered | Performing Skills learnt and performance opportunities |
| 1. Composition and Variation
 | Students will be able to answer more in depth questions and relate to context of history / social understanding. Using this information to write extended descriptions.- Mars- Empire state of Mind- Soul Bossa Nova**\*Assessed Piece – Imperial March\*** | Writing a variation on an existing theme / melody. Pupils take an existing tune and write an arrangement of the melody with changes in pitch and rhythmic notation.**\*Creating a melody and harmony part task\*.** Pupils write their own melody and then create a harmony part which complements the tune. | 15 / 20 minutes practice every lesson in preparation for our end of term performance.Piece choices include; Eine Kleine Nachtmusik, (with or without left hand), William Tell Overture (with or without left hand)As well as pupils own choice of piece if they prepare pieces another instrument / voice. |

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| Lesson 1 | The three types of Music;Popular, Classical and WorldPopular Music styles, Rap, Reggae, Funk, Punk and Country. | ListeningIdentifying the structure in popular MusicBon Jovi – Livin’ On A Prayer | PerformancePiece choices include; Rossini’s William Tell overture or Mozart’s Eine Kleine NachtMusik. Students have the option to play one hand or two hands or as a duet.Other piece brought in by students who play instruments outside the lesson. | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 2 | Composer and ArrangerWhat is a composer / what is an arranger?Examples with video. | Examples of original and arrangement of Valerie by Keane and Mark Ronson / Amy Winehouse.Elements of Music discussed.Description of Mars from the Planets - Holst | PerformancePiece choices include; Rossini’s William Tell overture or Mozart’s Eine Kleine NachtMusik. Students have the option to play one hand or two hands or as a duet.Other piece brought in by students who play instruments outside the lesson. | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 3 | Composer and ArrangerUkulele reminder – How do we play the 3 chords; C F and G. | Examples of original compositions.Elements of Music discussed.Description of Mars from the Planets - Holst | PerformancePiece choices include; Rossini’s William Tell overture or Mozart’s Eine Kleine NachtMusik. Students have the option to play one hand or two hands or as a duet.Other piece brought in by students who play instruments outside the lesson. | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 4 | Composer and ArrangerUkulele reminder – How do we play the 3 chords; C F and G. | Examples of original and arrangement of Valerie by Keane and Mark Ronson / Amy Winehouse.Elements of Music discussed.Description of Soul Bossa Nova – Quincy Jones | PerformancePiece choices include; Rossini’s William Tell overture or Mozart’s Eine Kleine NachtMusik. Students have the option to play one hand or two hands or as a duet.Other piece brought in by students who play instruments outside the lesson. | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 5 | 12 bar Blues using the chords C F and G.Ensemble practice – pre-empting next term’s Jazz and Blues module.Ensemble techniques discussed | Examples of original and arrangement of Toxic by Britney Spears and Static LullabyElements of Music and personal opinions discussed. | PerformancePiece choices include; Rossini’s William Tell overture or Mozart’s Eine Kleine NachtMusik. Students have the option to play one hand or two hands or as a duet.Other piece brought in by students who play instruments outside the lesson. | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 6 | Performance practice.Ode to Joy with or without bass line.Other pieces brought in by students who play instruments | Explanation of how to complete the Peer and Self-Assessment page. | PerformanceOde to Joy with or without bass line.Other pieces brought in by students who play instruments | Homework |



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|  | ListeningSkills learnt and topics covered: | ComposingSkills learnt and techniques covered | Performing Skills learnt and performance opportunities |
| 1. Jazz
 | Students will be able to answer more in depth open-ended questions with less structural support Using this information to write extended descriptions.- Back to Black- Pink Panther- Black and Tan Fantasy- What A Wonderful World**\*Listening Exam – Jazz comparison\*** | Jazz composition tasks;Jazz Improvisation – Pupils are taught how to improvise using the notes of the Blues Scale, They are also taught how to play the 12 Bar Blues Chord sequence. This helps them ensure the improvisation fits with the set chord pattern. | 15 / 20 minutes practice every lesson in preparation for our end of term performance.Pupils also have the opportunity to choose between The Pink Panther, The Entertainer and a Blues Performance on the Ukuleles.As well as pupils own choice of piece if they prepare pieces another instrument / voice. |

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| Lesson 1 | The History of JazzJazz InstrumentsThe 12 Bar blues and the Blues scale | ListeningGeorge Gershwin – SummertimeScott Joplin – The EntertainerHenry Mancini – The Pink PantherTo enable pupils to choose their next performance. | Performance Practice – Pupils choose fromGeorge Gershwin – SummertimeScott Joplin – The EntertainerHenry Mancini – The Pink PantherOther piece brought in by students who play instruments | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 2 | The 12 Bar blues and the Blues scaleUkulele reminder – How do we play the 3 chords; C F and G? | ListeningAmy Winehouse – Back to BlackUsing the Musical Elements pupils write a description of the piece | Performance Practice – Pupils choose fromGeorge Gershwin – SummertimeScott Joplin – The EntertainerHenry Mancini – The Pink PantherOther piece brought in by students who play instruments | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 3 | The 12 Bar blues and the Blues scalePlaying the chord pattern at the keyboards and improvising on the notes of the blues scale. | ListeningHenry Mancini – The Pink Panther Theme SongUsing the Musical Elements pupils write a description of the piece | Performance Practice – Pupils choose fromGeorge Gershwin – SummertimeScott Joplin – The EntertainerHenry Mancini – The Pink PantherOther piece brought in by students who play instruments | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 4 | Class performance / improvisation.Pupils take it in turn to improvise on the notes of the blues scale.Other pupils accompany on the ukulele chords and other instruments – teacher play piano. | ListeningDuke Ellington – Black and Tan FantasyUsing the Musical Elements pupils write a description of the piece | Performance Practice – Pupils choose fromGeorge Gershwin – SummertimeScott Joplin – The EntertainerHenry Mancini – The Pink PantherOther piece brought in by students who play instruments | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 5 | Duet improvisation – chords and improvisation. Pairs at keyboards with the option to perform to the class if ready. | ListeningLouis Armstrong – What a wonderful WorldUsing the Musical Elements pupils write a description of the piece | Performance Practice – Pupils choose fromGeorge Gershwin – SummertimeScott Joplin – The EntertainerHenry Mancini – The Pink PantherOther piece brought in by students who play instruments | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 6 | ListeningJazz comparison – Nina Simone, Michael Buble and MuseUsing the Musical Elements pupils compare the three pieces. | Additional time for practice ready for next week. | Performance Practice – Pupils choose fromGeorge Gershwin – SummertimeScott Joplin – The EntertainerHenry Mancini – The Pink PantherOther piece brought in by students who play instruments | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 7 | Performance practice.Ode to Joy with or without bass line.Other pieces brought in by students who play instruments | Explanation of how to complete the Peer and Self-Assessment page. | PerformanceOde to Joy with or without bass line.Other pieces brought in by students who play instruments |  |



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|  | ListeningSkills learnt and topics covered: | ComposingSkills learnt and techniques covered | Performing Skills learnt and performance opportunities |
| 1. Blues
 | Students will be able to answer more in depth open-ended questions with less structural support Using this information to write extended descriptions.- It’s My Own Fault Baby- Where did you sleep last night?- WPA Blues - Learn To Fly- Titanium - Black Magic - Umbrella - \*Assessment Song\* | Blues composition tasks;Dependant on the ability of the class pupils are given the chance to write a blues song or a standard popular music song. We look at the standard patterns found in blues music (repeating 2nd line) and pupils write their own lyrics in this style. | 15 / 20 minutes practice every lesson in preparation for our end of term performance.The performance is a group performance where Bass line chords and improvisation happen at the same time. This can be supplemented with Rock Around the Clock or Bebop a Lula.Pupils also have the opportunity to choose a Blues Performance on the Ukuleles.As well as pupils own choice of piece if they prepare pieces another instrument / voice. |

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| Lesson 1 | The Blues. It’s history and Importance. | ListeningIt’s My Own Fault Baby – BB KingUsing the Musical Elements pupils write a description of the piece. Using writing frames and tailored questions. | Ensemble Performance – groups of up to 4.12 bar Blues and bass line with Rock Around the Clock and/or Bebop-a-Lula | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 2 | Blues Song composition.Lyric writing techniques | ListeningWhere did you sleep last night? - Lead BellyUsing the Musical Elements pupils write a description of the piece. Using writing frames and tailored questions. | Ensemble Performance – groups of up to 4.12 bar Blues and bass line with Rock Around the Clock and/or Bebop-a-Lula | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 3 | Ukulele chords12 bar blues accompaniment with time spent on the tricky G chord. | ListeningWPA Blues – Big Bill BronzyUsing the Musical Elements pupils write a description of the piece. Using writing frames and tailored questions. | Ensemble Performance – groups of up to 4.12 bar Blues and bass line with Rock Around the Clock and/or Bebop-a-Lula | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 4 | Ukulele chords12 bar blues accompaniment with time spent on the tricky G chord. | ListeningLearn to Fly – Foo FightersUsing the Musical Elements pupils write a description of the piece. Using writing frames and tailored questions. | **Performance of Ensemble Performance – groups of up to 4.****12 bar Blues and bass line with Rock Around the Clock and/or Bebop-a-Lula. Other piece brought in by students who play instruments outside the lesson.** | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 5 | Drum Kit patterns.Simple drum kit patterns  | ListeningTitanium – David GuettaUsing the Musical Elements pupils write a description of the piece. Using writing frames and tailored questions. | Ensemble Performance – Use SomebodyPupils choose parts; Keyboard or Ukulele Chords, Melody or Guitar Power chords and play in an ensemble. Other piece brought in by students who play instruments outside the lesson. | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 6 | Review of the Blues. It’s history and Importance.Looking at what the Blues tirned into – Modern popular Music | ListeningBlinding Lights - WeekndUsing the Musical Elements pupils write a description of the piece. Using writing frames and tailored questions. | Ensemble Performance – Use SomebodyPupils choose parts; Keyboard or Ukulele Chords, Melody or Guitar Power chords and play in an ensemble. Other piece brought in by students who play instruments outside the lesson. | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 7 | Final lesson.**Ensemble Performance – Use Somebody****Pupils choose parts; Keyboard or Ukulele Chords, Melody or Guitar Power chords and play in an ensemble.**Other piece brought in by students who play instruments outside the lesson. |  |  |  |

