

MUSIC- YEAR 7 – Terms 1 and 2 – Danse Macabre.

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In this unit they will be introduced to the keyboard, vocal and aural skills. Students will be developing their rhythmic and pitch skills using the keyboard. They will be introduced to musical notation. They will learn about the makeup of the keyboard: the diatonic and chromatic notes. Students will be introduced to the 'Elements of Music' and how they impact music both in performing and composing contexts. This unit feeds forward to Unit 2.

<u>UNIT INTENT</u>	<u>Lesson Intent</u>	<u>Vocabulary – Daily Retrieval/Teach for memory</u>	<u>Activities/Assessment (to including the metacognitive/learning verb</u>	<u>Homework/Literacy Map</u>
<p><u>Week 1: KG:</u> <u>Knowledge Goal</u> Developing understanding of: Tempo, Pitch</p>	<p>This week, students will be looking to develop their knowledge and skills in the following areas:</p> <ol style="list-style-type: none"> 1) To understand subject specific language and be able to spell it correctly. 2) Use musical language in a listening task appropriately. <p>To introduce Dance Macabre using 'elements of music' listening task. To introduce the elements of music to students in the context of the piece 'Danse Macabre' in preparation for Keyboard activity,</p> <p>Introduction to music notation in preparation for practical keyboard task next week.</p>	<p>New EMOTION ATMOSPHERE NOTATION</p>	<p>Starter activity: Danse Macabre listening activity.</p> <p>Main Lesson: Introducing 'Danse Macabre' Performing Activity. Modelling of piece.</p> <p>Danse Macabre notation activity</p> <p>Final Activity: Final Listening activity of Danse Macabre</p>	<p>Revise key vocabulary for quiz/listening task.</p>

MUSIC- YEAR 7 – Terms 1 and 2 – Danse Macabre.

	<p>Weaker students offered alternative approach.</p> <p>Introduce performance rules of the classroom and performance.</p> <p>Introduce listening skills and context of new vocabulary learned in this lesson.</p> <p><u>Feeds forward to the BTEC</u> Developing their performance and composing skills for Units 4 (Composition) and Unit 5 (Performance).</p>			
<p><u>Week 2:</u> Knowledge Goal Developing understanding of: Tempo, Pitch, Rhythm, Compose</p>	<p>This week, students will be looking to develop their knowledge and skills in the following areas:</p> <ol style="list-style-type: none"> 1) To understand subject specific language and be able to spell it correctly. 2) Use musical language in a listening task appropriately. 3) To be able to play fluently on the Keyboard with their right hand 'Danse Macabre'. 	<p>New RHYTHM PITCH TEMPO</p> <p>Retrieval NOTATION EMOTION ATMOSPHERE</p>	<p>Starter activity: Definitions Crossword activity</p> <p>Main Lesson: Work on learning to play 'Danse Macabre' Students able to work at their own pace due to creation of 'Danse Macabre' e-book with video and audio examples. Teacher to go round giving feedback and practical tips on how to approach the concept of 'practice'</p> <p>Final Activity: Look, Say, Cover : Spelling activity</p>	<p>Revise key vocabulary for quiz/listening task.</p>

MUSIC- YEAR 7 – Terms 1 and 2 – Danse Macabre.

	<p>4) To develop their notation understanding and reading skills</p> <p>5) To develop self-assessment skills</p> <p><u>Feeds on from last lesson.</u> Students will Develop their music literacy skills from last week in order to acquire familiarity of this language and spelling. To use words in a practical context throughout the lesson whilst giving feedback to help students understand the meaning, context and spelling.</p> <p><u>Feeds forward to...</u> To develop performance skills further for 'Danse Macabre' throughout the rest of the unit. Students to start working on correct pitches and be able to play these slowly from beginning to end, this will be built on next lesson. Encouraging students to work more independently.</p> <p><u>Feeds forward to the BTEC</u> Developing their performance and composing skills for Units 4</p>			
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MUSIC- YEAR 7 – Terms 1 and 2 – Danse Macabre.

	(Composition) and Unit 5 (Performance).			
<u>Week 3:</u> Knowledge Goal Developing understanding of: Tempo, Pitch, Rhythm, Dynamics , Composer	This week, students will be looking to develop their knowledge and skills in the following areas: <ol style="list-style-type: none"> 1) To understand subject specific language and be able to spell it correctly. 2) Use musical language in a listening task appropriately. 3) To be able to play fluently on the Keyboard with their right hand Danse Macabre 4) To develop their notation understanding and reading skills 5) To develop self-assessment skills Introduction to Hexagon self-assessment to help develop the students' ability to self-assess and their ability to act on feedback but with a focus on the accuracy of pitch and rhythm their playing.	NEW DYNAMICS COMPOSER RETRIEVAL RHYTHM PITCH TEMPO NOTATION EMOTION ATMOSPHERE	Starter activity : Key words Word search Main Lesson: Working on learning to play 'Danse Macabre'. Students able to work at their own pace due to creation of 'Danse Macabre e-book' with video and audio examples. Teacher to start evaluating and giving verbal feedback. Extension: The more able are encouraged to add a left-hand part. Final Activity: DIRT activity and Hexagon self-assessment.	Revise key vocabulary for quiz/listening task.

MUSIC- YEAR 7 – Terms 1 and 2 – Danse Macabre.

	<p><u>Feeds on from previous sequence of lessons.</u> Students will continue Develop music literacy skills further and familiarity of this language and spelling. To use words in a practical context throughout the lesson whilst continuing to give feedback to help students understand the meaning, context and spelling. Familiarity and repetition being key here.</p> <p><u>Feeds forward to...</u> Next lesson and the rest of the unit, where students will develop performance skills further. Students to work on their performance of 'Danse' Macabre from last lesson, this time working on using the correct rhythm and understand how this helps the 'flow' of a performance. Introduction to e-book to students to develop 'Independent learning' skills and resilience.</p> <p><u>Feeds forward to the BTEC</u> Developing their performance and composing skills for Unit 4</p>			
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MUSIC- YEAR 7 – Terms 1 and 2 – Danse Macabre.

	(Composition) and Unit 5 (Performance).			
<p><u>Week 4:</u> Knowledge Goal Developing understanding of: Tempo, Pitch, Rhythm, Dynamics, Texture, Notation, Composer</p>	<p>This week, students will be looking to develop their knowledge and skills in the following areas:</p> <ol style="list-style-type: none"> 1) To understand subject specific language and be able to spell it correctly. 2) Use musical language in a listening task appropriately. 3) To be able to play fluently on the Keyboard with their right hand Danse Macabre 4) Extension task: To add in the left-hand part. 5) To develop their notation understanding and reading skills. 6) To develop self-assessment skills <p><u>Feeds on from previous sequence of lessons.</u> Students will continue Develop music literacy skills further and familiarity of this language and spelling. To use words in a</p>	<p>NEW NOTATION TEXTURE</p> <p>RETRIEVAL DYNAMICS COMPOSER RHYTHM PITCH TEMPO NOTATION EMOTION ATMOSHPERE</p>	<p>Starter activity: Listening Activity using Elements of Music key words</p> <p>Main Lesson: Teacher to do final Evaluation of Danse Macabre performance and set Further Extension: 'Keyboard e-book' for students who have completed work and been assessed.</p> <p>Final Activity: Look, Say, Cover: Spelling activity</p>	<p>Revise key vocabulary for quiz/listening task.</p>

MUSIC- YEAR 7 – Terms 1 and 2 – Danse Macabre.

	<p>practical context throughout the lesson whilst continuing to give feedback to help students understand the meaning, context and spelling. Familiarity and repetition being key here.</p> <p>Students to remind themselves by listening to 'Danse Macabre' as something to 'model' their own performance and what to aspire to.</p> <p>Continue to develop the students' ability to self-assess and act on feedback but with a focus on the fluency of their playing.</p> <p><u>Feeds forward to...</u></p> <p>Students to work on making their playing fluent without pauses. Students introduced to practice strategies such as practicing the piece slowly and in smaller achievable sections rather than all the way through.</p> <p>Able students encouraged to add in left hand part to develop their skills further and even adding concept of chords to</p>			
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MUSIC- YEAR 7 – Terms 1 and 2 – Danse Macabre.

	<p>the more able, this can be further developed next lesson.</p> <p><u>Feeds forward to the BTEC</u> Developing their performance and composing skills for Unit 4 (Composition) and Unit 5 (Performance).</p>			
<p><u>Week 5:</u></p> <p><u>Knowledge Goal</u> Developing understanding of: Tempo, Pitch, Rhythm, Dynamics, Composer, Pentatonic Scale,</p>	<p>This week, students will be looking to develop their knowledge and skills in the following areas:</p> <ol style="list-style-type: none"> 1) To understand subject specific language and be able to spell it correctly. 2) Use musical language in a listening task appropriately. 3) To be able to play fluently on the Keyboard with their right hand Danse Macabre 4) Extension task: To add in the left-hand part. 5) To develop their notation understanding and reading skills 6) To develop their improvisation skills. 	<p><u>NEW</u> THEME PENTATONIC IMPROVISE</p> <p><u>RETRIEVAL</u> NOTATION TEXTURE DYNAMICS COMPOSER RHYTHM PITCH TEMPO NOTATION EMOTION ATMOSPHERE</p>	<p><u>Starter activity:</u> Listening Activity using 'Elements of Music' key words</p> <p><u>Main Lesson:</u> Teacher to do final Evaluation of 'Danse Macabre' performance Further Extension: 'Keyboard e-book' for students who have completed work and been assessed. Able students to start thinking about creating their own Theme for the skeletons in an animation film in Garageband. Introduction to GarageBand and basic skills</p> <p><u>Final Activity:</u> Look, Say, Cover: Spelling activity</p>	<p>Revise key vocabulary for quiz/listening task.</p>

MUSIC- YEAR 7 – Terms 1 and 2 – Danse Macabre.

	<p>7) To be able to compose a melody/theme for a silent animation video.</p> <p>8) To develop self-assessment skills.</p> <p><u>Feeds on from previous sequence of lessons.</u></p> <p>Students will continue to develop music literacy skills further and familiarity of this language and spelling. In this lesson context being the focus. Being able to use the key language when listening to a piece, able to understand what the question is asking and how to answer using appropriate language.</p> <p><u>Feeds forward to...</u></p> <p>Develop the students' ability to self-assess and act on feedback but now with a focus on accuracy of Pitch, Rhythm and fluency.</p> <p>To encourage students to be creative and create their own Theme, using a Pentatonic scale and to improvise.</p> <p><u>Feeds forward to the BTEC</u></p>			
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MUSIC- YEAR 7 – Terms 1 and 2 – Danse Macabre.

	Developing their performance and composing skills for Units 4 (Composition) and Unit 5 (Performance).			
<p><u>Week 6:</u></p> <p>Knowledge Goal</p> <p>Developing understanding of: Tempo, Pitch, Rhythm, Dynamics, Composer, Pentatonic Scale, Texture, instrumentation</p>	<p>This week, students will develop their knowledge and skills in the following areas:</p> <ol style="list-style-type: none"> 1) To understand subject specific language and be able to spell it correctly. 2) Use musical language in a listening task appropriately. 3) To be able to play fluently on the Keyboard with their right hand Danse Macabre 4) Extension task: To add in the left-hand part. 5) To develop their notation understanding and reading skills 6) To develop their improvisation skills. 7) To be able to compose a melody/theme for a silent animation video. 8) To develop self-assessment skills 	<p>NEW</p> <p>CONSTRUCTIVE</p> <p>RETRIEVAL</p> <p>THEME</p> <p>PENTATONIC</p> <p>IMPROVISE</p> <p>NOTATION</p> <p>TEXTURE</p> <p>DYNAMICS</p> <p>COMPOSER</p> <p>RHYTHM</p> <p>PITCH</p> <p>TEMPO</p> <p>NOTATION</p> <p>EMOTION</p> <p>ATMOSPHERE</p>	<p>Starter activity :</p> <p>Look, Say, Cover: Spelling activity</p> <p>Main Lesson:</p> <p>Students to create their own 'Danse Macabre' Theme to play/improvise along to a short Danse Macabre silent video.</p> <p>Extension: Students can record their improvisation in Garageband.</p> <p>https://www.youtube.com/watch?v=TLRTS28bhMg</p> <p>Final Activity: Self-evaluation Activity</p>	<p>Revise key vocabulary for quiz/listening task.</p>

MUSIC- YEAR 7 – Terms 1 and 2 – Danse Macabre.

	<p><u>Feeds on from previous sequence of lessons.</u></p> <p>Students will further develop their music literacy skills in order to acquire a familiarity of this language and spelling. In this lesson context being the focus. Being able to use the key language when listening to a piece, able to understand what the question is asking and how to answer using appropriate language. To start thinking about instrumentation in preparation for next term's unit Instruments of the Orchestra.</p> <p><u>Feeds forward to...</u></p> <p>Developing the students' ability to self-assess and act on feedback but now with a focus on accuracy of Pitch, Rhythm and fluency. To encourage them to listen to each other and give 'constructive' feedback.</p> <p>To encourage students to be creative and create their own Theme, using a Pentatonic scale and to improvise but to now record into Garageband alongside the silent video clip.</p>			
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MUSIC- YEAR 7 – Terms 1 and 2 – Danse Macabre.

	<p>Students to understand where they are in terms of their progress with their practical and listening skills and target grade and what they need to do to move forwards next term.</p> <p><u>Feeds forward to the BTEC</u> Developing their performance and composing skills for Units 4 (Composition) and Unit 5 (Performance).</p>			
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