











YEAR 7 Autumn TERM 2

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Set Work – Fur Elise



Curriculum Intent	In addition to working further on objectives from Year 7, pupils will be taught, following National Curriculum guidelines, the following this term:
Skills/National Curriculum Links	<p><u>Intent</u></p> <p>This scheme of work is designed to develop 2 distinct areas of the Music Curriculum. Firstly, students will develop their ability to play the keyboard / piano, through learning a well-known piece by a great composer. They will begin to be able to understand musical notation, gain correct playing technique and work at playing with fluency, accuracy and expression. Alongside this, students will develop their ability to analyse music through listening and by looking at musical notation. Through the use of the MADTSHIRT acronym, students will start to build a coherent musical vocabulary to describe the music they hear, create and play. Through the study of this piece, students will gain an awareness of how composers worked in the 18th century, focusing on Beethoven's break away from the patronage of the past.</p> <ul style="list-style-type: none">• Understanding treble clef notation• Understanding rhythm notation• Singing with expression• Instrumental skills on keyboard including correct hand position and independence of the fingers• Playing with fluency, accuracy and expression• Using musical vocabulary to describe music• The MADTSHIRT acronym for musical elements• The context of Beethoven's writing in the 18th Century <p>NC links</p> <ul style="list-style-type: none">• play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression• use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions• develop a deepening understanding of the music that they perform and to which they listen, and its history.
Spiritual, moral, social, and cultural development	<p>SMSC: Students will be working in pairs (social). During performances, students will listen to peers in silence to show respect. Students must communicate sensitively to achieve the best result. (moral) The link between music and emotion is explored through the calm sections of the piece contrasted with more turbulent sections (spiritual) Beethoven is a product of 18th Century European culture. Students will understand some of how his life was different from ours. (cultural)</p> <p>PSHE/British Values: Skills Builder:</p> <div></div>
Numeracy	Students learn elements of rhythm notation – including counting beats, subdividing beats, staying in time.

Literacy	Vocabulary Tier 2: Vocabulary Tier 3: Tempo, Dynamics, Texture, Melody, Articulation, Harmony, Structure, Instrumentation, Rhythm, Tonality, Quaver, Crotchet, Minim, Semibreve, legato, phrase, homophonic, accompaniment, note values Reading: Writing: Oracy:																			
Becoming future ready	Careers/Employability: Mention of careers in performance (watch video of Lang Lang performing Fur Elise) and composers (discussion of Beethoven)																			
Adaptation	Throughout this topic, quality first teaching will provide differentiation:																			
QFT/SEND Provision	By product: By resource: By Intervention: by providing different levels of supervision and support By Progressive Questioning: exploring pupils’ understanding through interactive dialogue. By Grouping: according to prior attainment, gender, social preference, preferred learning style. By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range. By Offering Optional Activities: In class or as homework, to extend learning. This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.																			
Implementation on Curriculum Delivery	To be able to: <ul style="list-style-type: none">• Play the opening of the Fur Elise melody• Describe the tempo and dynamics of Fur Elise• Decipher pitch notation in treble clef• Sightread simple rhythms written in notation• Describe the articulation, time signature and melody of Fur Elise• Play the complete melody (2 phrases)• Describe the texture and rhythm of Fur Elise• Play the complete melody with one hand using independent fingers in an appropriate order• Describe the harmony and tonality of Fur Elise• Practice independently and with a partner in order to improve playing fluency and technique• Describe the structure of the whole of Fur Elise (Rondo form)• Perform a piano piece• Sing with good tone• Sing in time with the class• Sing in tune with the class Red denotes interleaving; aspects of knowledge covered previously.																			
Learning Outcomes (Most Powerful Knowledge)																				
Current learning to be developed in the future within:	Leads to all future performance and keyboard tasks, particularly Class Band 2 / Keyboard 2. MADTSHIRT analysis is used through all keystages with students building a strong vocabulary.																			
Assessment	Refer to assessment maps for formative and summative assessment opportunities. <table><tr><td>Formative</td><td>7MUS2 – ICT Loops & Textures</td><td>Verbal feedback based on PLC - recorded on radar diagrams</td><td>CWK</td></tr><tr><td>Formative</td><td>7MUS3 – Set Work</td><td>Verbal feedback based on PLC - recorded on radar diagrams</td><td>CWK</td></tr><tr><td>Summative</td><td>7MUS4 – Class Band 1</td><td>Verbal feedback based on PLC – recorded on radar diagrams</td><td>CWK</td></tr><tr><td>Summative</td><td>MS Forms – Year 7 Assessment 1</td><td>Vocab and Listening assessment – self-marking – students reflect on improvements</td><td>CWK</td></tr></table>				Formative	7MUS2 – ICT Loops & Textures	Verbal feedback based on PLC - recorded on radar diagrams	CWK	Formative	7MUS3 – Set Work	Verbal feedback based on PLC - recorded on radar diagrams	CWK	Summative	7MUS4 – Class Band 1	Verbal feedback based on PLC – recorded on radar diagrams	CWK	Summative	MS Forms – Year 7 Assessment 1	Vocab and Listening assessment – self-marking – students reflect on improvements	CWK
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Impact	Attainment and Progress – Refer to assessment results / data review documentation.																			