











YEAR 7 Summer Term 1

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Pentatonic Melodies

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>This scheme of work is designed to build on prior skills gained in their previous scheme of work: ICT1 loops and textures. Pupils will use many skills that they have already learnt but they will input their own original melodies. Pupils will be asked to experiment with their own melody lines, and textural devices. Pupils will explore the use of music technology and create a piece of music that shows examples of the musical vocab that is used. Students will listen to a range of music focussing on the sounds of different instruments.</p> <ul style="list-style-type: none">• Scales, particularly the pentatonic scale• Creating melodies using the pentatonic scale• Evaluating original compositions• Playing in time and recording in time• Using structure and texture to create longer pieces• Listening to music and identifying instruments <p>Links to National Curriculum</p> <ul style="list-style-type: none">• improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions• use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions• identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices• listen with increasing discrimination to a wide range of music from great composers and musicians• 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 work together to learn vocab. Some will ask others and some will help others. Some students will find their IT strengths in this topic and help others with IT issues. Starters use music of WCT and BAME musicians. IT is notoriously temperamental. The ethos 'try 3 before me' will be implemented: If it doesn't work, try again, ask your neighbour, ask someone else, ask teacher. Students choose loops whose sonorities resonate with them. They make decisions about what is 'good' and what will contribute to the whole. Students can choose Loops from all sorts of world musics and cultures. Soundtrap is similar to DAWs used by song-writers in the pop industry which informs a lot of youth culture. Starters use music of WCT and BAME musicians.</p> <p>PSHE/British Values: Skills Builder:</p> <div></div>
Numeracy	<p>Students learn how beats are divided and the correlating symbol. Students learn how beats are grouped in bars. Soundtrap presents sound visually as a graph with x (time) and y (pitch) axes. Sections of music are labelled with letters like algebra.</p>
Literacy	<p>Vocabulary Tier 2: Describe, Vocabulary Tier 3: Pentatonic, Melody, Phrase, Quantise, Improvise, Piano Roll, Structure, Loop, Library, Build Up, Fade Out, Binary, Audio loop, Midi loop, Automation, Dynamics, Instrument names Reading: Reading instructions and following</p>



	Writing: Oracy: Answering questions.				
Becoming future ready	Careers/Employability: Mention of careers in music production, composition and sound recording				
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 Curriculum Delivery	To be able to: To be able to recall how to use Soundtrap To be able to create a simple accompaniment To be able to improvise a pentatonic melody To be able to evaluate the quality of a melody To be able to balance parts using automation To be able to create a 4-phrase melody To be able to create a contrasting section				
Learning Outcomes (Most Powerful Knowledge)					
Current learning to be developed in the future within:	4-chord songs – continuing composition skills ICT 3 & 4 continuing to develop skills using Soundtrap as a musical tool				
Assessment	Summative/Formative	Key Marking Piece	Feedback type given	H/WK or Classwork	Date deadline
	One of the following (due to Music Carousel)				
		7Sum1 – Class Band 2	Verbal feedback based on PLC	CWK	End of relevant half term
		7Sum2 – Pentatonic Melodies	Verbal feedback based on PLC	CWK	End of relevant half term
		MS Forms – Year 7 Assessment 3	Vocab and Listening assessment – self-marking – students reflect on improvements	CWK	End of 7Sum2
Impact	Attainment and Progress – Refer to assessment results / data review documentation.				