











## YEAR 7 – ICT 1

‘An ambitious curriculum that meets the needs of all’

### Medium Term Planning - Topic: Textures and loops

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 give students the opportunity to create music for the first time in KS3. They will engage with loops through listening, then combine them in a variety of textures to create different effects. Students will be introduced to a DAW as a way of recording their ideas. Towards the end of the scheme students will start to create their own loops using the keyboard and record them in time with their work. This leads on from the work they have done in the Keyboard and Class Band Units. Students will continue to engage with a range of music, building their confidence in describing time signature, tempo and dynamics. They will revise the sounds of different instruments.</p> <ul style="list-style-type: none"><li>• How to use a DAW (Soundtrap)</li><li>• Functions of the DAW such as using pre-recorded loops, manipulation of sound with volume and panning automation, cutting and looping loops, recording original melodies, bass lines and chords.</li><li>• Creating textures such as build-up texture, call and response, and homophony.</li><li>• Be able to create and aurally identify different textures.</li><li>• improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</li><li>• use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</li><li>• 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</li><li>• listen with increasing discrimination to a wide range of music from great composers and musicians</li><li>• develop a deepening understanding of the music that they perform and to which they listen, and its history</li></ul> <p>Links to National Curriculum</p> <ul style="list-style-type: none"><li>• improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</li><li>• use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</li><li>• 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</li><li>• listen with increasing discrimination to a wide range of music from great composers and musicians</li><li>• develop a deepening understanding of the music that they perform and to which they listen, and its history</li></ul>
Spiritual, moral, social, and cultural development	<p><b>SMSC:</b> 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><b>PSHE/British Values:</b> <b>Skills Builder:</b></p> <div></div>



<b>Numeracy</b>	<p>Students apply the vocabulary throughout lessons and especially starters and plenaries/feedback.</p> <p>Students are enjoyed to work out the etymology of words to understand them e.g. monophonic is monophonic(sound)</p> <p>Students learn how beats are divided and the correlating symbol.</p> <p>Students learn how beats are grouped in bars.</p> <p>Soundtrap presents sound visually as a graph with x (time) and y (pitch) axes.</p> <p>Sections of music are labelled with letters like algebra.</p>			
<b>Literacy</b>	<p><b>Vocabulary Tier 2:</b> Describe,</p> <p><b>Vocabulary Tier 3:</b> Loop, Library, Build Up, Fade Out, Binary, Audio loop, Midi loop, Automation, Call and Response, Melody, Accompaniment, Monophonic, Homophonic, Polyphonic, Time signature, Tempo, Dynamics, Instrument names</p> <p><b>Reading:</b> Reading instructions and following</p> <p><b>Writing:</b></p> <p><b>Oracy:</b> Answering questions.</p>			
<b>Becoming future ready</b>	<b>Careers/Employability:</b> Mention of careers in music production and sound recording			
<b>Adaptation</b>	Throughout this topic, quality first teaching will provide differentiation:			
<b>QFT/SEND Provision</b>	<p><b>By product:</b></p> <p><b>By resource:</b></p> <p><b>By Intervention:</b> by providing different levels of supervision and support</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> 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.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>			
<b>Implementation Curriculum Delivery</b>	<p>To be able to:</p> <p>To be able to use loops!</p> <p>To be able to find the library and choose loops</p> <p>To be able to create a build up texture</p> <p>To be able to create call and response texture</p> <p>To be able to create a melody and accompaniment texture.</p> <p>To be able to use automation.</p> <p>To be able to create an original melody</p> <p>To be able to record a melody in time with the beat</p>			
<b>Learning Outcomes (Most Powerful Knowledge)</b>				
<b>Current learning to be developed in the future within:</b>	ICT 2 Pentatonic Melodies- further work on creating effective melodies			
<b>Assessment</b>	<b>AUT 2 – SPR 2</b>			
		<b>Key Marking Piece</b>	<b>Feedback type given</b>	<b>H/WK or Classwork</b>
	One of the following (due to Music Carousel)			
	Formative	7Aut2 – ICT Loops & Textures	Verbal feedback based on PLC	CWK
	Formative	7Spr1 – Set Work	Verbal feedback based on PLC	CWK
	Summative	7Spr2 – Class Band 1	Verbal feedback based on PLC	CWK
	Summative	MS Forms – Year 7 Assessment 1	Vocab and Listening assessment – self-marking – students reflect on improvements	CWK
	Summative	MS Forms – Year 7 Assessment 2	Vocab and Listening assessment – self-marking – students reflect on improvements	CWK
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.			