

**Music Department**

**Year: 7**

**Topic: Rhythm**

**Learning Journey**

**Prior learning:**

**Musical Literacy** – Students will have had different experiences of Music at KS2. Some may be musically literate, but most will have had limited experience.

**Performance Skills** – Many students will have performed as part of a choir at KS2. Some may have had instrumental lessons.

**Listening/Analysis** – Most students will probably not have had much experience of listening and appraising music at KS2.

**Composition** – Most students will have not had the chance to compose at KS2.

<b>Learning sequence – Rhythm</b>							<b>Endpoint</b>
<b>Main learning steps</b>	<b>Evaluation of Students' prior Learning</b>	<b>Introducing Body Percussion.</b>	<b>Introducing rhythmic notation.</b>	<b>Listening - Rhythmic Dictation.</b>	<b>Performing as an ensemble – Samba music.</b>	<b>Composing a Samba piece in groups.</b>	<b>Compose and perform your own piece of Samba Music.</b>
		Students watch body percussion video clip. Definition of key terms: pulse and rhythm.	Students learn the terminology of crotchets, quavers, semiquavers, minims and semibreves. Mnemonics (eg. tea, coffee and soo-up) are used to support understanding.	Students listen to different rhythms and identify which one they are listening to. Students practice rhythmic dictation skills.	Students learn about the context of Samba Music. They learn about the different instruments and how to use them. They learn different rhythms for each of the	Students work in groups to compose their own piece of Samba music.	These pieces will demonstrate an understanding of pulse, rhythm, syncopation, structure, call and response, polyrhythm and unison.

					instruments. They learn about and perform different sections within Samba Batucada (eg. Break, Call & Response, etc.)		
<b>Assessment</b>	Questionnaire in Booklet. Useful for identifying existing instrumentalists and singers.	Students learn and then perform the Body Percussion warm-up as a class.	Students complete notating the rhythm of the Body Percussion warm-up. Students also clap different rhythms along with a backing track as a whole class.	Summative Assessment – Students self-assess their responses in their booklets. Teacher records marks.	Students perform Samba Batucada, as a whole class performance.	Formative Assessment – students will informally perform their piece for the teacher. They will receive verbal feedback and set next steps.	Summative Assessment – Student’s performances will be recorded and marked by the class teacher. Written feedback will be given to students and targets set for the next practical topic.

***Where will we use these ideas again:***

***Musical Literacy*** – Students will learn to read staff notation in Year 7 which will include both rhythm and pitch.

***Performance Skills*** – Students will continue to develop performance skills, both as a soloist and as members of an ensemble in all future topics.

***Composition*** – Students will continue to compose in groups.

***Listening and analysis*** – Student will build on the concepts that have been covered. Students will analyse musical elements and develop a wider knowledge of the key features of different genres of music.