

Music Department

Year: 7

Topic: The Four Seasons

Learning Journey

Prior learning:

Musical Literacy– Students have learnt to read and play rhythmic notation in the Samba topic. Students then learnt to read treble and bass clef notes on the staff in the Keyboard Skills.

Performance Skills – Students have developed solo and ensemble performance skills in all previous topics. Ensemble performance skills were specifically used in Voices, Samba and Pop Music.

Listening/Analysis – Students have been developing their musical vocabulary throughout all previous units. These skills are built upon in this unit as students not only describe musical elements when listening but also extend their understanding, to recognize key features in Baroque music.

Learning sequence – topic title							Endpoint
Main learning steps	Listening analysis – Baroque Music Students will be introduced to the composer Vivaldi and will listen to extracts from each of the Four Seasons.	Initial Ideas for Composition. Students will work in groups to develop a composition plan for a piece of music that represents one of the Four Seasons.	Introducing Chords. Students learn what is meant by the terms chords and key signatures. Students are assigned a key signature and are given chords from	Introducing rhythm and pitch. Students will add rhythmic accompaniment to their chord sequences. They will also be introduced to major and minor scales.	Structuring the composition and varying the texture. Students will then choose a structure for their composition. They will be encouraged to use layering	Adding performance directions – dynamics and tempo. Students will add dynamic and tempo variation to their composition. They will then	Compose a piece of music based on one of the Four Seasons. These pieces will include chords, melody and rhythmic accompaniment. Students will perform these pieces as part

	Students will use listening mats to help them to complete analysis of the musical elements used in each of these movements. Students will understand the common features in Baroque music.	Students will each be assigned a specific musical element to consider in their composition such as timbre, dynamics, melody, texture, structure or tempo.	that key signature. They will then choose an order for those chords to create a chord sequence for their composition.	They will be given the notes of the scale for their key signature. Students will use the notes of the scale to improvise a melody for their composition and practice performing this over the top of their chord sequences.	throughout the piece so that the texture changes in each section. Students may start with just chords, then add melody, then add rhythmic accompaniment, then add a second melody etc.	rehearse their performance of their piece and perform it to the rest of the class for their end of topic assessment.	of a musical ensemble.
Assessment				Formative assessment - students will perform their compositions to the rest of the class and a peer-assessment will be completed. All students 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 read staff notation in Year 8 which includes ledger lines as well as notes on the staff. They will also learn to read tablature (guitar notation) and more complex rhythmic notation such as dotted rhythms.

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

Composition – Students will develop more compositional techniques as they move into Year 8. They will also learn about Indian Ragas and Talas and compose using these.

Listening and analysis – Student will build on the concepts that have been covered in Year 8. Students will analyse musical elements and also develop a wider knowledge of the key features of different genres of music.