

Music Department
Year 7
Topic: Pop Music
Learning Journey

Prior learning:

Musical Literacy – Students were introduced to treble clef notation in keyboard skills. They were introduced to rhythmic notation in the rhythm unit.

Performance skills – Students developed solo performance skills during the keyboard skills topic. They developed ensemble performance skills during the rhythm topic and the voices topic.

Listening/Analysis – Students have learnt about musical elements in all previous topics. They are now developing this knowledge by recognizing common features in pop music.

Learning sequence – topic title							Endpoint
Main learning steps	Analyzing pop music when listening.	Interpreting notation	Chords, melody and riffs.	Group ensemble skills.	Musical Literacy	Ensemble Performance	Students will perform their own versions of a popular song in small groups. These performances will include melody, chords and riffs for two sections of a song (verse and chorus).
	Students will listen to a range of pop music excerpts and identify the key features of the genre. They should include key musical terminology that has been covered so far.	Students will be introduced to guitar tablature. They will also be shown staff notation (treble clef) for the melody and staff notation (bass clef) for the chords.	Students will be divided into three groups. One group will learn the melody on the xylophone, one group will learn the chords on the keyboards and one will learn a riff on the guitar for the chorus of the song. Students will then swap parts so that	Students will then be divided into small groups and asked to re-create the whole class performance of the chorus in smaller, student led ensembles. The focus should be timing and accuracy.	Students will then work in their groups to try and play the verse of the pop song. They will do this by reading and interpreting the notation independently.	Students will perform their own versions of the pop song to the class for their end of topic assessment.	

			they have learnt all three parts.				
Assessment				Formative Assessment – Each group will perform their version of the chorus. All students will complete a peer assessment and receive verbal feedback.		Summative Assessment – Students work will be recorded and written feedback will be given by the class teacher.	

Where will we use these ideas again:

Musical Literacy – Students will learn about scales and key signatures in the next topic (Four Seasons).

Performance Skills – Students will use chords and melodies in the next topic (Four Seasons). They will also perform these elements in Year 8 when they learn about chord sequences such as the 12-bar blues.

Listening/ Analysis – Students are building their vocabulary of musical terminology. They have now learnt how to recognize key features of pop music. They will be looking at key features of Baroque music in the next unit. In year 8, they will be learning key features of Blues, Reggae, Film Music and Indian music.