

# **RECOVERY CURRICULUM**

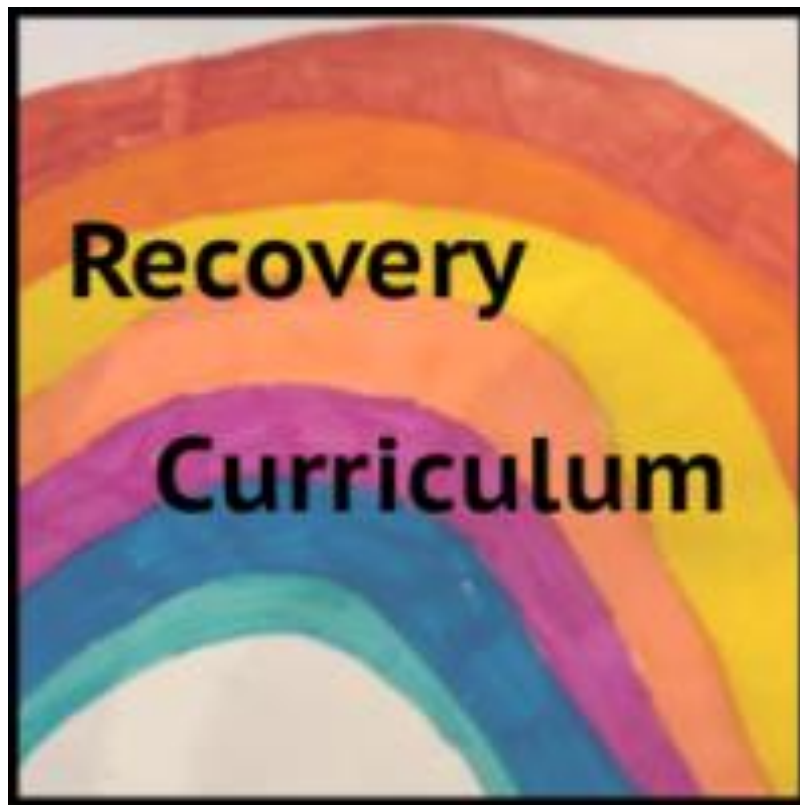
## **Year 7**

Subject: Performing Arts - Music

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Created: 09/07/2020

Updated:



Subject:	Music	Teacher:	Mrs A Mogelmoose
Year:	Year 7	Class:	
Unit title:	Basic skills		
Duration:	3 sessions		

## Intent

Intent Statement - at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society. How are you trying to accomplish this, with this unit/topic?

This topic will focus on student recovery following the pandemic, which has resulted in students experiencing the following possible losses: routine, structure, friendship, opportunity and freedom. It will support students academically, socially and emotionally, in order to transition students back to Academy life and support with the issues resulting from loss.

Aims - what do you want pupils to be able to know and do by the time they finish this unit/topic?

Students will be joining from a variety of primary schools where Music may not have been top of the priorities for the last 4 months of Y6. The aim of the topic is to unify the students both in their base knowledge of music terms/vocabulary but also to create a sense of being part of a community/tutor group.

Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?

Ambitious – aim to know the terms by the end of Term

Brave – participate fully in all activities even when it is something unfamiliar.

Kind – being supportive of other students who may need help, being a good audience that listens attentively and can highlight positives in every performance they hear.

Content – what is being covered, ensuring breadth & depth?

National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec?

Basic music terms such as:  
Rhythms names and images (minim, crotchet, quaver, double quaver, crotchet rest)  
Elements of Music – Dr Smith (dynamics, rhythms, structure, mood, instruments, tempo, h...)  
Staff notation (mnemonic + images) with a focus on C – D – E – F – G in treble cleff

World Music – Latin rhythms – ensemble performance  
Music appreciation  
Music notation

Playing a theme on keyboards (if covid allows)

Powerful Knowledge - what powerful knowledge is included in this SoW? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds?

Music notation, Music appreciation, sense of community

## Implementation

### GAPS

<b>Identification</b> – how are you going to identify the gaps in knowledge/skills?	<b>Triage</b> – how are you going to rank order these gaps in knowledge/skills and 'fill' them, in order of importance?
Practical exercises that allows students to translate writing into music, sections of discussing music played/heard using Dr Smith worksheets.	<ol style="list-style-type: none"> <li>1. Rhythms – use of rhythm cards</li> <li>2. Timing within a group</li> <li>3. Discuss using music vocabulary</li> <li>4. Staff notation (depending on keyboard useability)</li> </ol>

### KEY CONCEPTS

<b>Key Concepts</b> – what are the key concepts being taught?	<b>Progression</b> – how will studying these key concepts support progression to the traditional curriculum that has been planned?
Rhythm names/images, timing, re-introduce Elements of Music used as part of vocabulary to describe music	Students will able to use rhythms as a reference when learning new performances pieces and notating their own compositions.

### WELLBEING

<b>Lockdown</b> – how will students share their experiences of lockdown?	<b>Social and Emotional</b> – how will student social and emotional health be supported?
N/A but the discussion can be open should one student express experiences in connection with a music activity	Students will be working together as a group, this will help them learn to interact and socialising with other students in a safe manner.

### RE-ESTABLISH

<b>Learning Skills</b> – how are you going to re-establish the skills for learning?	<b>Relationships</b> – how are you going to re-establish classroom relationships?
Working in groups with specific framework, short very specific tasks with clear expectations for behaviour/effort	AHM will take the lead in the first rehearsal but encourage students to take on group rehearsals.

OPPORTUNITIES	
<b>Discussion</b> – what are the discussion-based opportunities?	<b>Group</b> – what are the group work-based opportunities (while still ensuring social distancing)?
Some opportunities discussion how music played makes you feel, why and how it can be used by people	Ensemble rehearsal and performance

Delivery							
1		1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
		Classroom (whole sequence completed)	<input checked="" type="checkbox"/>	Create 4 beat rhythms Name the notes Dr Smith listening task	What	Re-introducing basic music terms	
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	To ensure students have the language/tools to access music at LFATA	
			How		Use rhythm notation and Dr Smith listening activities.		
	Number of lessons in cycle: 3	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		Rhythm cards to create rhythms played Listening with focus on Dr Smith (if allowed introduce use of keyboards)		Use cards correctly Fill in listening task Name notes using template	Show how to use rhythm cards to create layers – provide a 8 BEAT/2 BAR template if needed Model chromatic theme – March of the Gladiators.		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
Create and practise 2 layered rhythms STRETCH – add 2 <sup>nd</sup> section Learn to play chromatic theme – March of the Gladiators		Light feedback as structure is developed in group Students will set target for area to improve at the start of next term.	Kahoot Quiz based on rhythms and note names (Extended Learning)				
Resource needed due to Covid: Set of rhythm cards for each student (8 cards) Wipes for cleaning of keyboards Laminated version of theme.				Resource used normally: Laminated rhythm cards Keyboards			