

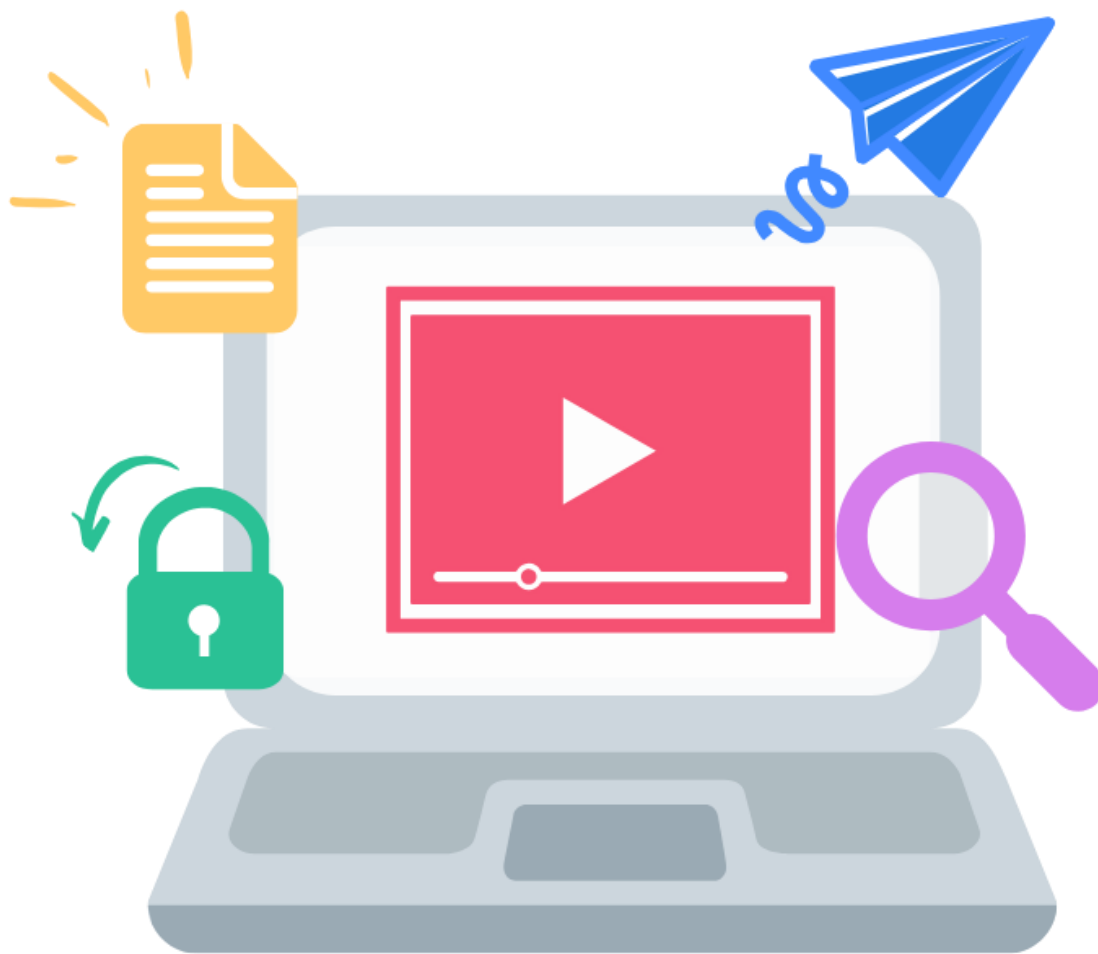
REMOTE LEARNING MODULE

Subject: Performing Arts - Music

Author: Mrs Mogelmoose

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Subject:	Music	Teacher (if applicable):	Mrs A Mogelmosse		
Year:	7	Ability/Class (if applicable):	Mixed		
Module title:	Core Skills				
Duration:	2 weeks <input type="checkbox"/>	4 weeks <input type="checkbox"/>	6 weeks <input type="checkbox"/>	8 weeks <input type="checkbox"/>	Other: X 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 module?

Students are shown how to use Elements of Music to create fluent, detailed performances. They gain an understanding of how Music is constructed as well as how to use these building blocks to enhance work. The module is based on them being able to apply knowledge independently in order to achieve a better outcome/performance.

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

- Be able to fluently play a set rhythm using plastic cups as their instrument
- Write out and follow a simple rhythm score
- Apply 2 additional Elements of Music to the performance.
- Feel confident they can work on the task independently.

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

Ambitious – aim for fluent as well as detailed performance

Brave – ideally perform as part of an ensemble or record own performance to send in.

Kind – be a supportive audience as well as adding suggestions how work can be improved.

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

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

Rhythm notation – Beat sheets – Elements of Music: Timbre, Dynamics, Tempo, Silence, Texture

Composition
Performance
Notation

Powerful Knowledge - what powerful knowledge is included in this module? 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?

Vocabulary to describe experiences, sense of equal playing field as instrument used is easily accessible at home.

Implementation	
KEY CONCEPTS	
Key Concepts – what are the key concepts being taught?	Progression – how will studying these key concepts support progression to the next academic year, or key stage?
Rhythm, Ensemble skills, Elements of Music	Notation progress from simple rhythms in Beatsheets to adding pitch and use of staff notation. Ensemble work – moves from class to smaller groups (more independence) Elements of Music – progress from guided listening to independent expression of observations.
LEARNING	
Synchronous – what are the synchronous aspects of the module, including new material taught?	Asynchronous – what are the asynchronous aspects of the module, including deliberate practice?
Tutor models rhythm to be used Tutor models how to create beatsheets.	Students rehearse independently Students create additional sections independently
ENGAGEMENT	
Accessibility – how are you going to ensure students without ICT can engage with this module?	Disengagement – how are you going to ensure students who are not engaging with this module are identified and supported?
Beatsheet created in first session should enable students to work without ICT at home. They will need access to a plastic or paper cup.	Contact PT and home to identify reasoning for not participating.
FEEDBACK	
End of Module – what is the end of module assessment, which will be used to evaluate the knowledge and skills gained?	Review Points – what takes place at the review points, to monitor the progress of learners and provide feedback, or support?
Ideally students will be performing their piece to each other as part of a larger performance Another option would be for students to upload onto Teams, a recording of their piece along with the notation	2 Weeks
	4 Weeks
	6 Weeks
	8 Weeks
	Other

Delivery (please note - a two week remote learning module may only take one lesson cycle)

		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
1	Number of lessons in cycle: 3	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/> What is a rhythm? <input type="checkbox"/> What sounds can a cup make? Odd one out – 4 rhythms	What	Learning to play the cupsong.
		Blended (live in classroom and remote as study)		Why	Follow and write out rhythm notations
				How	Learn a set rhythm, Learn how to notate it and then perform it with the class
		4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
	Learn the rhythm	Identify sections that are difficult to do or doesn't sound right. Identify use of Elements of Music.	Write rhythm out in the Beatsheet How to notate Elements used STRETCH: how to notate a 2 nd rhythm created		
	7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)	
	Practise the rhythm independently STRETCH: create 2 nd section	Discuss how to improve performance using two elements of music	Rehearsal Dairy		
		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
2	Number of lessons in cycle:	Remote (live on MS Teams and remote as study)		What	
		Blended (live in classroom and remote as study)		Why	
				How	
		4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
	7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)	