RECOVERY CURRICULUM
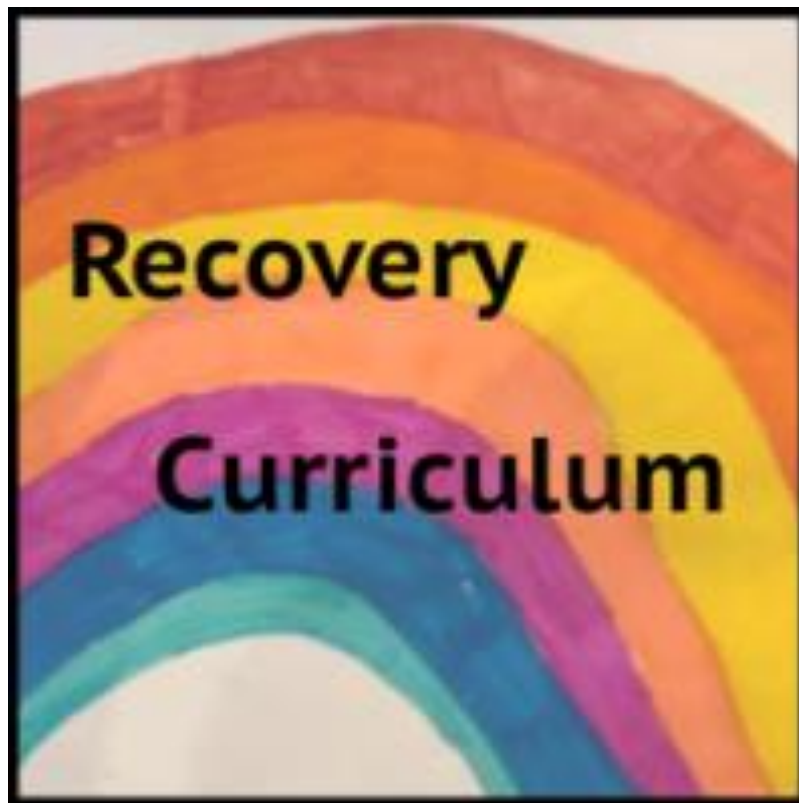# Year 8

Subject: Performing Arts - Music
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Subject:	Music		Teacher:	Mrs A Mogelmose
Year:	Year 8		Class:	
Unit title:	East meets West			
Duration:	6 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 aware how music from Indonesia – Gamelan – inspired Western musicians to create Minimalism Based on 'Cantus in Memoriam Benjamin Britten' by Arvo Part, students will create a composition using either keyboards or Noteflight (online Digital Audio Wave programme)
Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?
Ambitious – creating their own composition in a minimalistic style Brave – present their music to the class either live performance or digital recording. Kind – being supportive of other students who may need help, being a good audience when compositions are presented

Content – what is being covered, ensuring breadth & depth?	National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec?
Gamelan – Minimalism – Electronic Music/sequence Composing + notation of music Presenting music	Music history, genre, World Music, fusion Composition, Music notation

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?
Awareness of Music from other cultures as well as how it has influenced music, they listen to Being able to notate musical ideas using computer software Create own piece of music Present work to other people

Implementation

GAPS	
Identification – how are you going to identify the gaps in knowledge/skills?	**Triage** – how are you going to rank order these gaps in knowledge/skills and 'fill' them, in order of importance?
Students have worked on task to layer riffs using 'Incredibox' to create a piece of music. They were asked to use structure – beginning, middle, end and for STRETCH a second section. Composing music will show if students have understood the idea of layering music as well as structuring it.	Layer riffs – create 3 layers and decide when to begin/finish each layer Structure – create main idea, then layer creating a beginning and an ending. Some students will be able to add a 2nd section.
KEY CONCEPTS	
Key Concepts – what are the key concepts being taught?	**Progression** – how will studying these key concepts support progression to the traditional curriculum that has been planned?
Minimalism, layering, structure, notation	Students will be able to transfer skills used in Noteflight/keyboard to future composition work.
WELLBEING	
Lockdown – how will students share their experiences of lockdown?	**Social and Emotional** – how will student social and emotional health be supported?
'In memoriam' is written in memory of a person who helped Arvo Part get through a difficult time in his life. Students can dedicate the music to a person/event that helped them.	AHM will monitor how students respond to creating the music as some will find it difficult to reflect/relate to what has happened around them.
RE-ESTABLISH	
Learning Skills – how are you going to re-establish the skills for learning?	**Relationships** – how are you going to re-establish classroom relationships?
Students are given clear deadlines for each section of the work. The progress can be monitored easily both by student and tutor as there will be an outcome after each task.	AHM will encourage students to listen to each other's work and support each other by praising and suggesting way to improve. As a class they will share each other's memories and compositions.
OPPORTUNITIES	
Discussion – what are the discussion based opportunities?	**Group** – what are the group work based opportunities (while still ensuring social distancing)?

Discussion who/what to remember – give ideas that might inspire others.	Composing – share ideas Presenting – perform/listen to work

Delivery

<table>
<tr>
<td rowspan="6">1</td>
<td rowspan="3"></td>
<td colspan="2" align="center">1) Lesson Type
(classroom or blended for remote homework)</td>
<td colspan="2" align="center">2) DNA
(Do Now Activity/Reading)</td>
<td colspan="3" align="center">3) Learning Intentions
(what, why & how)</td>
</tr>
<tr>
<td>Classroom
(whole sequence completed)</td>
<td>☑</td>
<td colspan="2" rowspan="2">Read – Facts about Gamelan/Indonesia
Read – Introduce Benjamin Britten and Arvo Part
Listen on entry and describe</td>
<td>What</td>
<td colspan="2">Explore features of Gamelan and Minimalism
Create music in the style of 'Cantus In Memoriam'
Introduce use of sequencing</td>
</tr>
<tr>
<td>Blended
(live and remote as independent study)</td>
<td>☐</td>
<td>Why</td>
<td colspan="2">Understand links between traditional and modern music
Develop DAW skills</td>
</tr>
<tr>
<td rowspan="3">Number of lessons in cycle: 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>How</td>
<td colspan="2">Using keyboards and 'Noteflight'
Create music based on A-minor scale</td>
</tr>
<tr>
<td colspan="2" align="center">4) New Material
(previous learning/ new material)</td>
<td colspan="2" align="center">5) Check for Understanding
(questioning/checking)</td>
<td colspan="2" align="center">6) Prepare for Practice
(model/ scaffold)</td>
<td rowspan="1">Synchronous (live)</td>
</tr>
<tr>
<td colspan="2">Introduce Gamelan
Introduce A-minor</td>
<td colspan="2">Features of the music
Check A-minor/major difference can be identified</td>
<td colspan="2">Introduce digital keyboard/Noteflight structure/composition of 'Cantus in Memoriam'</td>
<td rowspan="3">Asynchronous (remote)</td>
</tr>
</table>

7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)
Use keyboard/Noteflight to create own layered minor scale piece	**Light feedback as idea is developed**	Present ideas to class using keyboard/PC/phone (speaker for PC needed)

Resource needed due to Covid: Speaker for PC to show performance, access to mobile phones, own headphones (letter home), permission to use Noteflight (letter home or buy access)	**Resource used normally:** Paired work on keyboard

Resource needed due to Covid: Speaker for PC to show performance, access to mobile phones, own headphones (letter home), permission to use Noteflight (letter home or buy access)						

		1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
2	Number of lessons in cycle: 4	Classroom (whole sequence completed)	☑	Read – Introduce Benjamin Britten and Arvo Part Keywords – Memoriam, Cantus Listen on entry and describe	What	Create music in the style of 'Cantus In Memoriam' Introduce use of sequencing
		Blended (live and remote as independent study)	☐		Why	Understand links between traditional and modern music Develop DAW skills
					How	Using keyboards and 'Noteflight' Create music based on A-minor scale

4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	
Introduce 'Cantus In Memoriam Benjamin Britten'	Features of the music – theme, what could you do? Check A-minor/major difference can be identified	Model structure/composition of 'Cantus in Memoriam' and discuss how this can be used in own composition	**Synchronous (live)**
7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	
Use keyboard/Noteflight to create own layered piece based on Memory idea – students can choose major or minor scale	Light feedback as idea is developed Deep feedback following performance (recorded if possible) (speaker for PC needed)	Students reflect on work and set target for how to improve composition work next term	**Asynchronous (remote)**

Resource needed due to Covid: Speaker for PC to show performance, access to mobile phones, own headphones (letter home), permission to use Noteflight (letter home or buy access)	Resource used normally: Paired work on keyboard Optional: paired work using PC – new programme needed

Cycle 3

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)	☐		What	
			Why	
Blended (live and remote as independent study)	☐		How	

	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
Number of lessons in cycle:				
	7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)

3

Cycle 4

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)	☐		What	
			Why	
Blended (live and remote as independent study)	☐		How	

	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
Number of lessons in cycle:				
	7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)

4

Cycle 5

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)	☐		What	
Blended (live and remote as independent study)	☐		Why	
			How	

	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
Number of lessons in cycle:				
	7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)

5

Cycle 6

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)	☐		What	
Blended (live and remote as independent study)	☐		Why	
			How	

	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
Number of lessons in cycle:				
	7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)

6

Cycle 7

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)	☐			What	
				Why	
Blended (live and remote as independent study)	☐			How	

Number of lessons in cycle:	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)

7

Cycle 8

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)	☐			What	
				Why	
Blended (live and remote as independent study)	☐			How	

Number of lessons in cycle:	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)

8

9 — Number of lessons in cycle:

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)	☐			What	
Blended (live and remote as independent 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)

10 — Number of lessons in cycle:

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)	☐			What	
Blended (live and remote as independent 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)