

RECOVERY CURRICULUM

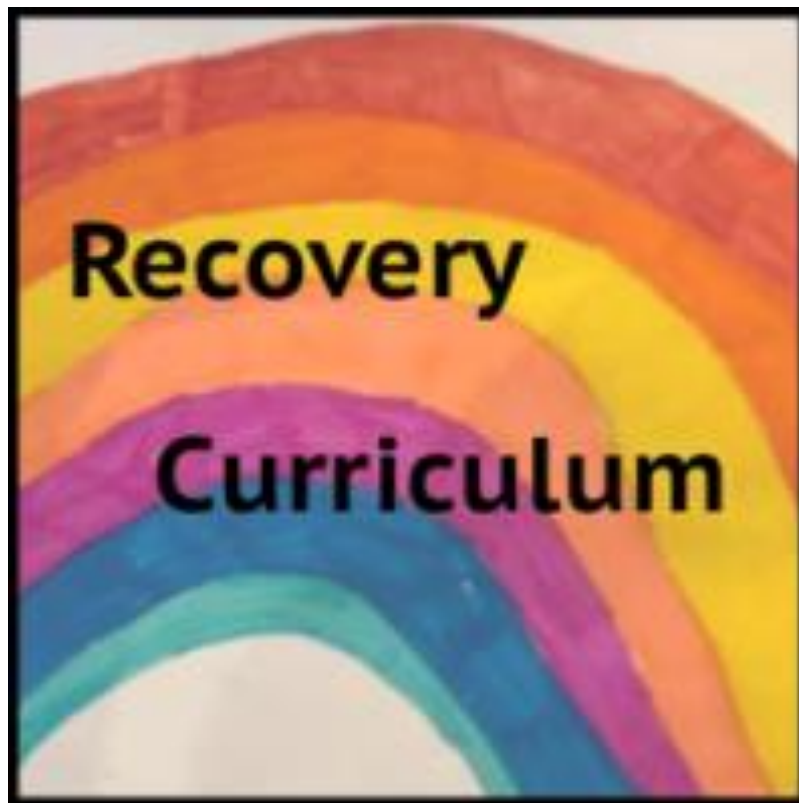
Year 9

Subject: Performing Arts - Music

Author: Mrs A Mogelmose

Created: 09/07/2020

Updated:



Subject:	Music	Teacher:	Mrs A Mogelmosse
Year:	Year 9	Class:	
Unit title:	Samba – return to learning introduced in Y8 - Term 5 (3 sessions using Beat goes On + written tasks)		
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 have transferred skills taught as theory and individual tasks during lockdown into practical Samba ensemble tasks. They will know how to play rhythms on Surdo drums and smaller percussion instruments. Students will understand how to create an intro using call and response as well as giving and follow signals to insert breaks and different sections of rhythms.			
Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?			
Ambitious – lead a group of other students in ensembles Brave – play solos as well as rhythms/instruments that are unfamiliar. Kind – being supportive of other students who may need help, being a good member of an ensemble showing compassion and understand how to help each other become successful in creating a coherent performance.			
Content – what is being covered, ensuring breadth & depth?		National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec?	
Samba Reggae rhythms for specific instruments including riffs/intro/outro – sense of being an ensemble member – ensemble rehearsals		World Music – Latin rhythms – ensemble performance	

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 part of an ensemble, relying on each other to create a successful outcome

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?
<p>Students were given task during Term 5 based on learning Samba rhythms either from notation and rhythmics or from watching Ollie Turner from 'Beat Goes On' modelling rhythms</p> <p>These rhythms and learning methods are now being used as part of a class ensemble playing using body percussion or Samba percussion.</p> <p>During the first introduction of rhythms it will be possible to identify who has worked on the rhythms and these students will be able to support others thereby developing their leadership skills.</p> <p>New comers will be able to pick the skills up from scratch and catch up on using the previously taught techniques.</p>	<ol style="list-style-type: none"> 1. Playing rhythms following Rhythmics (body percussion) 2. Master instrument specific playing techniques 3. Create structure by following signal from intro over breaks to outro. 4. Lead rehearsal/performance by giving specific signals and solo part in Call/Response

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?
<p>Rhythmics, syncopated rhythm, ensemble rehearsal, instrument techniques, structuring music</p>	<p>Students will be able to use the concept of ensemble rehearsal in the coming band topic as well as the ability to structure and lead a performance</p>

WELLBEING	
Lockdown – how will students share their experiences of lockdown?	Social and Emotional – how will student social and emotional health be supported?
Students will be able to discuss what they found easy difficult about accessing the work and rehearsing during lockdown.	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	
Learning Skills – how are you going to re-establish the skills for learning?	Relationships – how are you going to re-establish classroom relationships?
Students need to get used to follow signals and specific guidelines – participating in an ensemble performance requires focus and readiness to listen to instructions as well as being aware of and support people around you.	AHM will take the lead in the first rehearsal but move onto sharing the ensemble experience with the students giving them opportunity to be responsible for own learning.
OPPORTUNITIES	
Discussion – what are the discussion-based opportunities?	Group – what are the group work based opportunities (while still ensuring social distancing)?
Discussion how to improve the performance we are creating – focus on things to improve and how we as a group are responsible for this happening.	Ensemble rehearsal and performance

Year 9 Samba Recap

Delivery							
1	Number of lessons in 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)	<input checked="" type="checkbox"/>	Read – Samba rhythms from Term 5 Listen on entry and describe	What	Create a Samba performance	
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	Learn how to give and follow signals in order to create structure without verbal instructions	
					How	Use Samba percussion and rhythms to create a joint piece of music with clear structure	
	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)
		Reintroduce Samba Reggae rhythms – first as body percussion then on instruments.		Able to copy rhythms Show rhythms played + say Rhythmonic Identify instruments and match to rhythm	Transfer rhythms to instruments (discuss safe practises such as cleaning and no changing of equipment once used)		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
	Practise rhythms		Light feedback as structure is developed in group Students will review own contribution/class performance after last performance.	Review and target setting based on ensemble work at the end of unit.			
Resource needed due to Covid: Students in specific groups – there will only be new instruments at the beginning of a session				Resource used normally: Samba instruments are circulated between students			