مدرسة جيمس فيرست بوينت
GEMS FirstPoint School
THE VILLA

Yearly Overview Plan

Term 1	Subject: Music		Year Group: 7
Unit Topic Just Play	Learning Outcomes Students will be enabled to:	Real World Application	Assessment Methods
Students will learn to play various different pop songs together as a class. They will first learn three chords on their chosen instrument, then progress to four chords and add increasingly complex musical elements to a variety of songs.	• Find and tap/clap along to the pulse of a piece of music • Play increasingly complex rhythm patterns • Play three to four chords and simple melodies on both ukulele & keyboard • Play basic chord progressions (three to four chords) • Understand the relationship between chord and bass note • Begin to play as a whole-class ensemble, starting with a backing track and progressing to playing independently • Begin to listen to others and adjust their playing – in particular, timing – accordingly • Give a reasonably accurate and musical performance as a whole class	Real world application: • Students will be playing songs which are relevant to them and that they are familiar with • Students will develop instrumental music-making skills	• Bi-weekly self-assessment of progress (student journal) • Peer-assessed performances (written feedback - WWW & EBI) • Teacher-assessment of end of unit performance • Self- and teacher-assessment of progress according to 9-1 framework

Term 2	Subject: Music		Year Group: 7
Unit Topic Keyboard 101	Learning Outcomes Students will be enabled to:	Real World Application	Assessment Methods
Students will improve their basic keyboard skills, as well as learning standard notation by playing various familiar melodies and chord progressions, both individually and in small groups.	• Be able to read basic standard notation: both treble & bass clef, with sharps/flats • Develop basic keyboard skills by playing simple melodies and chords • Develop a basic understanding of chords & scales and how to form them on the keyboard • Develop a concrete sense of pulse and increasingly accurate timing • Learn their parts independently, using audio recordings and notation to aid themselves • Integrate their part within a small ensemble • Give an accurate and musical performance, both individually and in a small group	Real world application: • Students will be playing melodies which are relevant to them and that they are familiar with • Students will develop instrumental music-making skills	• Bi-weekly self-assessment of progress (student journal) • Peer-assessed performances (written feedback - WWW & EBI) • Written notation test • Teacher-assessment of end of unit performance • Self- and teacher-assessment of progress according to 9-1 framework

Term 3	Subject: Music		Year Group: 7
Unit Topic Minimalism	Learning Outcomes Students will be enabled to:	Real World Application	Assessment Methods
Students will participate in workshop activities to get a grasp of minimalist devices, after which they will apply these devices to their own improvised ideas and structure them together in groups. Students will then present either a multimedia recording or performance of their composition.	• Develop an understanding of minimalist techniques (cells, ostinato, phase shifting, repetition, augmentation/diminution, layered textures) through workshop activities • Improvise simple ideas and rhythms in pairs • Develop and extend ideas using minimalist devices in small groups • Explore different structures by combining their ideas into an extended composition in large groups • Use graphic scores to notate ideas • Further develop ensemble performance skills; start to lead and direct their own performances • Record and mix their compositions with a self-chosen video, or perform live	Real world application: • Students will … • Students will develop instrumental music-making skills	• Bi-weekly self-assessment of progress (student journal) • Peer-assessed performances (written feedback - WWW & EBI) • Teacher-assessment of end of unit performance • Self- and teacher-assessment of progress according to 9-1 framework