

Home-School Learning Collaboration – Music

Topics in this cycle: Music of the World		Year Group: 7
Key knowledge/concepts to be learnt ('Tell me about....')		Websites/blogs/YouTube links and further reading to deepen and consolidate learning
• Can I explore musical traditions and genres from different countries? Pupils will listen to examples of world music pieces featuring keyboard instruments, and students will choose and start to learn a piece. • Can I approach performance-practice methodically? Students will review keyboard layout, teach finger exercises, introduce scales, arpeggios, chords, and practice playing melodies using both hands. • Can I play rhythmically and stylistically? Students will be introduced to Latin American rhythms. They will be taught rhythmic patterns, demonstrate how to apply them on the keyboard, and provide simple Latin American music pieces to practice. • Can I improvise around a given set of pitches? Students will be introduced to Middle Eastern Maqam Scales, they will be taught to play and identify different Maqam scales on the keyboard. Middle Eastern music pieces will be used to explore and analyse, and guide pupils in improvising using Maqam scales. • Can I ornament and decorate a melody using conventional techniques? Learners encounter Chinese melodies and ornamentation techniques, traditional melodies, ornamentation. Students will be taught basic ornamentation techniques, and provide examples of Asian music pieces to practice and perform. • Can you perform the music and listen critically, using musical language? Students will perform their chosen world music pieces on the keyboard, encourage peer feedback and discussion, lead a reflective discussion, and summarise the unit to encourage further exploration of world music outside the classroom.		Smithsonian Folkways: https://folkways.si.edu Offers a vast collection of traditional and contemporary world music recordings. World Music Network: https://www.worldmusic.net explores various world music genres. The site features articles, artist profiles, music samples, and curated playlists. BBC Radio 3's World Music website: https://www.bbc.co.uk/programmes/p001d7lt A wealth of interviews, articles, reviews, and audio recordings. World Music Central: https://worldmusiccentral.org A comprehensive website covering news, reviews, artist profiles, and educational articles on world music. Online Virtual piano Virtual Piano - Online Piano Keyboard OnlinePianist Want to better understand music theory? musictheory.net Musiclab: Chrome Music Lab (chromeexperiments.com)

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Key Vocabulary and Definitions To Be Learnt		What Will The Assessment Look Like?
World Music	Music that encompasses diverse musical traditions and genres from around the globe, reflecting the cultural richness and diversity of different regions.	Quality of musical outcome – Students will be marked on their technical, constructive, and expressive work. Literacy test: 30 minutes • Short answer questions • Multiple choice • Extended writing
Cultural Diversity	A variety of cultural groups and traditions within a particular society, leading to the richness of different cultural expressions, including music.	
Keyboard Techniques:	the skills and methods used to play the keyboard instrument effectively, including finger placement, hand position, scales, chords, and playing with both hands.	
Latin American Rhythms:	Musical rhythms originating from countries in Latin America, such as salsa, bossa nova, samba, and merengue, known for their infectious beats and danceability.	
Polyrhythms	Simultaneous playing of multiple rhythmic patterns, commonly found in African music, where different parts create interlocking rhythms.	
Maqam Scales:	Melodic scales used in Middle Eastern music, characterised by intricate and microtonal intervals, giving Middle Eastern music its distinct sound.	Family Learning Opportunities Musical Exploration: Using online resources, books, or recordings, your family could delve into the music of their chosen country/region. Explore various genres, traditional instruments, and notable musicians. Make a playlist: Select at least five songs representing the musical traditions of the chosen country/region. Your playlist could include both traditional and contemporary pieces. Display or Performance: Create a visual display or perform a short musical piece inspired by the world music you explored as a family. You can create posters, artwork, or even perform a musical rendition on a chosen instrument.
Ornamentation:	Decorative techniques used in music, such as trills, slides, and grace notes, often found in Asian music traditions like Indian raga and Chinese folk music.	
Pulse	A regular beat. Gets faster and slower with a change of tempo, but is always regular.	
Folk Music	Traditional music passed down through generations within a specific community or culture, often reflecting the history, beliefs, and everyday lives of the people.	
Timbre	The way an instrument or voice sounds: e.g. bright/metallic, hollow/wooden etc.	
Improvisation	Creation of music in the moment, often associated with jazz, but also prevalent in many world music traditions, allowing musicians to express themselves freely.	
Global Citizenship	The idea of being an active and responsible member of the global community, recognizing and valuing the diversity of cultures and promoting understanding.	
Finger positioning	Placing fingers effectively so that keys or frets can be played quickly - with no unnecessary movement.	
Count-in	Musicians set the pulse and tempo before the start of a piece by counting in all numbers in a bar before playing together on beat 1.	
Rhythm	Long and short note values are combined into a pattern.	