

# Home-School Learning Collaboration – Music

| <b>Topics in this cycle:</b><br>Sonic Foundations: Exploring the Edge of Music                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Autumn 1</b> | <b>Year Group:</b><br>7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Key knowledge/concepts to be learnt ('Tell me about....')</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                 | <b>Websites/blogs/YouTube links and further reading to deepen and consolidate learning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <ul style="list-style-type: none"> <li>• <b>Can you explain the Inter-related Dimensions of Music and perform simple rhythms accurately?</b> Students learn key musical terminology and use clapping and keyboard tasks to reinforce accurate rhythmic performance.</li> <li>• <b>Are you able to sing and perform using a single hand position and follow simple rhythms on the keyboard?</b> Students practise short melodies such as 'Lean on Me' to develop fluency and coordination.</li> <li>• <b>Can you identify basic 'straight' rhythm notations and apply them in a performance?</b> Students use visual rhythm cards to read, sing and play rhythms while learning pieces like 'Shotgun' using a single hand position.</li> <li>• <b>Can you recognise and respond to different rhythm patterns through notation and performance?</b> Pupils continue to develop their keyboard skills through familiar songs like 'Staying Alive', reinforcing note accuracy and pulse.</li> <li>• <b>Do you understand how to read notes on the treble clef and perform a melody line?</b> Using pieces such as the 'Eastenders' theme, students read treble clef notation to strengthen their musical literacy.</li> <li>• <b>Can you explain the concept of Ground Bass and perform it accurately?</b> Pupils explore the repeating bass line from Pachelbel's Canon, performing both Part 1 and Part 2 on the keyboard.</li> <li>• <b>Are you able to describe and perform harmony within a group piece?</b> Students develop ensemble skills by performing harmony lines in Pachelbel's Canon and reflecting on how harmony enhances music.</li> </ul> |                 | <p>BBC Bitesize<br/> <a href="http://www.bbc.co.uk/bitesize/subjects/zmsvr82">www.bbc.co.uk/bitesize/subjects/zmsvr82</a><br/>                     BBC Bitesize offers interactive lessons and quizzes on various musical concepts, including pulse and rhythm.</p> <p>MusicTeachers.co.uk - Rhythm and Pulse<br/> <a href="http://www.musicteachers.co.uk/resource/rhythm-and-pulse">www.musicteachers.co.uk/resource/rhythm-and-pulse</a><br/>                     This resource provides information and exercises to help students understand rhythm and pulse in music.</p> <p>Drumming Workshops<br/> <a href="http://www.drummingworkshops.co.uk">www.drummingworkshops.co.uk</a><br/>                     This site offers online drumming lessons, including Djembe, allowing students to practice rhythm and pulse skills.</p> <p>The Djembe Guide<br/> <a href="http://thedjembeguide.com">http://thedjembeguide.com</a><br/>                     A resource specifically for Djembe enthusiasts, offering lessons and information about playing this African drum.</p> <p>MusicTheory.net<br/> <a href="http://www.musictheory.net">www.musictheory.net</a><br/>                     An excellent resource for learning the fundamentals of music theory, including rhythm and pulse.</p> <p>Classic FM - Music Education<br/> <a href="http://www.classicfm.com/music-news/education">www.classicfm.com/music-news/education</a><br/>                     Classic FM's education section offers articles and resources to help students explore various aspects of music, including rhythm.</p> |

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| Key Vocabulary and Definitions To Be Learnt |                                                                                                                                                                  | What Will The Assessment Look Like?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>World Music</b>                          | Music that encompasses diverse musical traditions and genres from around the globe, reflecting the cultural richness and diversity of different regions.         | <p><b>Quality of musical outcome</b> – Students will be marked on their technical, constructive, and expressive work in class.</p> <p><b>Aural / Literacy test (November):</b> 1 hour</p> <ul style="list-style-type: none"> <li>• Short answer questions</li> <li>• Multiple choice</li> <li>• Listening critically and writing about music.</li> </ul>                                                                                                                                                                                                                                                                                        |
| <b>Pulse</b>                                | The regular and steady beat that forms the foundation of music, often felt as a rhythmic heartbeat.                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Tempo:</b>                               | The speed at which music is played, affecting the pace of the pulse and rhythm.                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Rhythm</b>                               | Long and short note values are combined into a pattern.                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Polyrhythms</b>                          | Simultaneous playing of multiple rhythmic patterns, commonly found in African music, where different parts create interlocking rhythms.                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Syncopation</b>                          | Deliberate disruption of a regular rhythmic pattern by emphasising the offbeat elements.                                                                         | <p><b>Family Learning Opportunities</b></p> <p>Rhythmic Poetry: Write short poems or haikus that incorporate rhythm and perform them for each other with accompanying percussion.</p> <p>Rhythm in Nature: Go for a nature walk and listen for natural sounds like birds, wind, or water. Create rhythms inspired by these sounds.</p> <p>Musical Storytime: Read a story aloud, and have family members create rhythmic sound effects with instruments or body percussion to match the narrative.</p> <p>Household Drum Circle: Use pots, pans, and containers as makeshift drums. Family members take turns setting the pulse and rhythm.</p> |
| <b>Time Signature</b>                       | A musical notation indicating the number of beats in each measure and the note value that receives one beat. E.g. 4/4 , 3/4, 6/8                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Djembe</b>                               | A traditional West African drum made of a wooden shell and goatskin, known for its rich and varied rhythms.                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Ostinato</b>                             | Sometimes called a Riff or Loop. A musical part or section simply repeats over and over.                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Timbre</b>                               | The way an instrument or voice sounds: e.g. bight/metallic, hollow/wooden etc.                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Improvisation</b>                        | Creation of music in the moment, often associated with jazz, but also prevalent in many world music traditions, allowing musicians to express themselves freely. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Groove</b>                               | A deep and infectious rhythmic feel that makes people want to move and dance to the music.                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Call and Response</b>                    | A musical technique where one part (call) is followed by another (response), often used in African and African-American music.                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Count-in</b>                             | 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.                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Rhythmic Notation</b>                    | Symbols and markings used in sheet music to represent the timing and duration of musical notes and rests.                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |