

MUSIC UNIT OF WORK

Year Group: 7 Term: 1 Title: Melodic Phrases

LEARNING OBJECTIVES	Activities	Assessment Criteria
<p>(Including differentiated expectations)</p> <p>Understanding Element(s):</p> <p>Recognise patterns in melodic shapes, making use of balance and repetition</p> <p>Developing Skill(s):</p> <p>Learn importance of control of sound, and an awareness of audience in performing. Improvise a melodic fragment using a restricted range of notes. Appraise their own work and others' work through listening and commenting appropriately</p> <p>Quality Musical Experience(s)</p> <p>Produce own example of structured melody</p> <p>Applying Understanding</p> <p>Hear and make use of repetition and balance (question and answer) in musical examples. Make use of scoring to supplement both performing and Composing</p>	<p>(including differentiated opportunities)</p> <ul style="list-style-type: none"> - Introduce melodic fragments, balanced rhythm lengths. - Learn piece (Beethoven, Susato, rock riff) discuss shape using notation as aid - Improvise alternative melodies using given notes/rhythms in example - Work out extension melody to produce ABBA pattern - Improvise/work out second part to accompany original fragment - Perform completed work in class and individual performances (with teacher accompaniment as required) - Listening to each others' performances - Listen to recordings of original pieces - Record composition work 	<p>(expectations applied to the end of the unit task)</p> <p>All</p> <p>Contribute to class performance and discussion. Are aware of fragments in annotated form. Make up and perform a simple melodic unit, making use of repeated patterns (rhythmic and/or melodic).</p> <p>Most</p> <p>Recognise repetition in performance of pieces and using in own composition. Perform fluently, and with awareness of audience. Annotate pieces with reasonable accuracy and balance. Appraise own and others' work using appropriate expressions and terms. Make a recording of group performances.</p> <p>Some</p> <p>Produce contrasting sections to balance the original structure. Add a second (or more) parts to the melody (which may be rhythmic). Recognise balance and repetition in listening material.</p>
<p>Vocabulary:</p> <p>Melody, Repetition, Key, Question and Answer</p>	<p>Repertoire/resources/ICT</p> <p>Performance Worksheet Composing worksheet Keyboard/instruments Recording/playback equipment</p>	<p>Performing Opportunity</p> <p>Composition, Improvisation AABA melody</p>