

# Subject Long Term Plan Year 7 2021-20

## Temperance Term

W/C	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	HALF TERM
<b>Area of Study: Changing Places</b>	<b>Changing Places:Introduction</b>	<b>Changing Places:Melody 1 and 2</b>	<b>Changing Places:Melody 2 and 3</b>	<b>Changing Places:Melody 3 and chords</b>	<b>Changing Places:Ensemble</b>		<b>Assessment</b>	
<b>Objectives</b>	<ul style="list-style-type: none"> <li>-To learn where the stave came from.</li> <li>-To learn the Treble clef notation.</li> <li>-To learn note duration.</li> <li>-To be able to play</li> </ul>							
<b>Core Learning</b>	<ul style="list-style-type: none"> <li>-Story of how the stave was invented – Guardi the Monk.</li> <li>-Learn the Treble clef.</li> <li>-Learn the signposts for the keys on the keyboard.</li> <li>-Start melody 1.</li> </ul>	<ul style="list-style-type: none"> <li>-Recap Treble clef and signposts.</li> <li>-Complete Melody 1.</li> <li>-Start learning Melody 2.</li> </ul>	<ul style="list-style-type: none"> <li>-Recap Melody 2.</li> <li>-Start Melody 3. Focus on the syncopated rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>-Recap Melody 3.</li> <li>-Learn about chords.</li> <li>-Put the chords with Melody 1,2 and 3.</li> </ul>	<ul style="list-style-type: none"> <li>-Using the melodies, as an ensemble put these together.</li> <li>-Timing as an ensemble.</li> <li>-Think about the structure. Have a clear, middle and end.</li> </ul>		<b>Assessment Criteria:</b> <ul style="list-style-type: none"> <li>-Structure.</li> <li>-Timing.</li> <li>-Use of all 3 melodies and chords.</li> </ul>	
<b>Challenge</b>	Use of right hand only and all 5 fingers.	Use of right hand only and all 5 fingers.	Use of right hand only and all 5 fingers.	Use of right hand only and all 5 fingers.	Take a leading role in the ensemble.		Take a leading role in the ensemble.	
<b>Assessment</b>	Teacher, Peer and Self assessment. Log of Melody completed.	Teacher, Peer and Self assessment. Log of Melody completed.	Teacher, Peer and Self assessment. Log of Melody completed.	Teacher, Peer and Self assessment. Log of Melody completed.	Teacher, Peer and Self assessment. Log of Melody completed.		Live performance.	

W/C	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	CHRISTMAS
<b>Programme Music</b>	<b>Introduction</b>	<b>Own Story</b>	<b>Compose background music and character themes for your story.</b>			<b>Assessment</b>	
<b>Core</b>	<ul style="list-style-type: none"> <li>-Introduction to Programme Music.</li> <li>-Listen and analysis of Carnival of the Animals.</li> <li>-Create own animal music.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to Danse Macabre.</li> <li>-Look at the Elements of Music.</li> <li>-Write your own story.</li> <li>-Have at least two characters.</li> <li>Have a clear beginning, middle and end.</li> </ul>	<ul style="list-style-type: none"> <li>-Introduction to Garage band.</li> <li>-Using instruments and Garage band compose music for your story.</li> <li>-Short repeated phrases for character themes.</li> <li>-Use of Major and Minor for the background music.</li> <li>-Exploration of different instrument sounds.</li> </ul>			<b>Assessment Criteria:</b> <ul style="list-style-type: none"> <li>-Development of ideas for the background music.</li> <li>-Themes for your characters.</li> <li>-Music tells your story well.</li> </ul>	
<b>Challenge</b>	Take a leading role in your ensemble.	Take a leading role in your ensemble.	Take a leading role in your ensemble.			Take a leading role in your ensemble.	
<b>Assessment</b>	Teacher, Peer and Self assessment.	Teacher, Peer and Self assessment.	Teacher, Peer and Self assessment.			<b>Live and pre recorded performance.</b>	

# Subject Long Term Plan Year 7 2021-20

## Justice Term

W/C	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	HALF TERM
<b>Stomp</b>	<b>Introduction</b>	<b>Compose own Stomp piece</b>				<b>Assessment</b>	
<b>Core</b>	-Introduction to Stomp. -Listening and analysis. -Start creating own piece. -Learn key words: Syncopation, Polyrythm.	-Creating rhythms for your piece. -Structure of the piece: Beginning, two contrasting sections, Ending. -Use of Syncopation and Polyrythm.				Assessme	
<b>Challenge</b>	Take a leading role in your ensemble.	Take a leading role in your ensemble.				Take a leading role in your ensemble.	
<b>Assessment</b>							

W/C	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	EASTER
<b>Topic</b>							
<b>Core</b>							
<b>Challenge</b>							
<b>Assessment</b>							



# Subject Long Term Plan Year 7 2021-20

## Courage Term

W/C	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	HALF TERM
Topic							
Core							
Challenge							
Assessment							

W/C	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	SUMMER
Topic							
Core							
Challenge							
Assessment							