





<b>Subject:</b>	Music							
<b>SoW Title:</b>	Stomp the groove							
<b>Year</b>	Year 7							
<b>Date:</b>	2018/19							
<b>Week</b>	<b>Title</b>	<b>Objective</b>	<b>Key Knowledge/Content</b>	<b>Assessment and Showcase Pieces (minimum grade 6)</b>	<b>Mastery tasks (Extra Merit)</b>	<b>Links to resources e.g. 100% Sheets</b>		
1	Introduction to music	<i>To learn the key skills of performing, appraising and composing in music</i>	-Be able to perform a short rhythmic composition -Be able to compose a 2 bar rhythm -Be able to express an opinion about a piece of music -Demonstrate how to enter the music classroom and complete the do now routine					
2	All about the beat	<i>To practice playing in time with a pulse</i>	-Learning how to identify a pulse in music -Practicing performing in time with one another					
3	Reading the notes	<i>To learn how to read and play 'Tah' and 'Teh-teh'</i>	-Reading basic notation (crotchets and quavers) -Performing rhythms using basic notation					
4	Forms & structures 1	<i>To learn how to play in ternary form</i>	-Reading and playing an ABA structure -Small group practicing and performing					
5	Forms & structures 2	<i>To learn how to compose in Ternary Form</i>	-Composing in an ABA structure -Small group practicing and performing					
6	Forms & structures 3	<i>To learn how to perform in Ternary Form</i>	-Small group practicing and performing -Small group performance recording	<b>Mini Assessment - Uploaded to G Drive</b>				
7	Junk Percussion	<i>To explore different percussive sounds in a room</i>	-Finding different sounds using unconventional instruments -Arranging different timbres of sound into groups -Introduction to Stomp		-Finding the best sounding unconventional instrument			
8	STOMP project 1	<i>To create a plan for a whole class percussion performance</i>	-Performance planning -Instrument (or unconventional instrument) choosing -Rhythm writing					
9	STOMP project 2	<i>To compose and create a class percussion performance</i>	-Group Rhythm writing -Building a structure					
10	STOMP project 3	<i>To add colour to a percussion performance</i>	-Dynamics, note duration & timbres -Monophonic & Polyphonic textures					
11	STOMP project 4	<i>To practice performing a percussion performance</i>	-How to practice -Group practice skills & techniques -Counting in/finishing together					

12	STOMP project performance	Assessment: To perform STOMP project	-Performances	Video of Performance to go onto T drive				
13	STOMP project feedback & reflections	To reflect & evaluate the class percussion performance	-Reflecting on performances -Evaluations of WWW and EBI					

<b>Subject:</b>	Music								
<b>SoW Title:</b>	Reggae								
<b>Year</b>	Year 8								
<b>Date:</b>	2018/19								
<b>Week</b>	<b>Title</b>	<b>Objective</b>	<b>Key Knowledge/Content</b>	<b>Assessment and Showcase Pieces (minimum grade 6)</b>	<b>Mastery tasks (Extra Merit)</b>	<b>Links to resources e.g. 100% Sheets</b>			
1	Reggae the groove	<i>To learn the Reggae Groove</i>	<ul style="list-style-type: none"> <li>• Be able to play an off-beat drum pulse</li> <li>• Be able to play an on the beat bass drum groove</li> <li>• Know the origins and key features of Reggae</li> </ul>						
2	Reggae the keys 1	<i>To learn the chords of A, D and E on the keyboard</i>	<ul style="list-style-type: none"> <li>• Be able to play 3 different Reggae grooves</li> <li>• Be able to play an A, D and E chord in the right hand</li> </ul>						
3	Reggae the keys 2	<i>To learn how to play two handed on the keyboard</i>	<ul style="list-style-type: none"> <li>• Be able to play 3 different reggae grooves</li> <li>• Be able to play an A, D and E chord in the right hand with a left hand bass note</li> </ul>						
4	Reggae the keys 3	<i>To learn the off-beat Reggae groove on the keyboard</i>	<ul style="list-style-type: none"> <li>• Be able to apply the off-beat groove to two handed piano playing of the A, D and E chord</li> <li>• Be able to play 3 different reggae grooves at the same time</li> </ul>						
5	Reggae that guitar 1	<i>To learn how to read and play chord diagrams on a guitar</i>	<ul style="list-style-type: none"> <li>• Know how to identify strings and frets on the guitar</li> <li>• Be able to play the chords of A, D and E on the guitar</li> </ul>						
6	Reggae that guitar 2	<i>To learn how to change between chords on a guitar</i>	<ul style="list-style-type: none"> <li>• To be able to move between the chords A, D and E with 4 beats in between</li> </ul>						
7	Reggae the practice!	<i>To learn how to effectively practice a piece of music</i>	<ul style="list-style-type: none"> <li>• To know the 4 steps to effective practice</li> <li>• Be able to practice a keyboard or guitar part for 3 little birds</li> </ul>						
8	Reggae the performance!	<i>To perform on the guitar and piano</i>	<ul style="list-style-type: none"> <li>• Mid-Cycle assesment performance of guitar and piano chords in 3 little birds</li> </ul>	<b>Mini Assessment - Uploaded to G Drive</b>					
9	Reggae the band 1	<i>To learn how to play a part in a band</i>	<ul style="list-style-type: none"> <li>• To be able to hold a piano, bass, gutiar or drum part in a band</li> <li>• TO know how to count in a band</li> <li>• To be able to listen to other parts in a band</li> </ul>						
10	Reggae the band 2	<i>To learn how to arrange a part in a band</i>	<ul style="list-style-type: none"> <li>• To know how to arrange the different sections of a song into a full performance</li> <li>• To be able to practice effectively as a band</li> </ul>						
11	Reggae the band performance	To learn how to perform in a band	<ul style="list-style-type: none"> <li>• To perform 3 little birds as part of a band</li> </ul>	<b>Video of Performance to go onto T drive</b>					

12	Reggae is no more!	To learn how to improve performance	<ul style="list-style-type: none"><li>• TO know how to give feedback to others on performances</li><li>• TO be able to effectively improve a group performance</li></ul>					
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8	Band Skills	<i>To learn how to listen and play music with others in a band setting</i>	<ul style="list-style-type: none"> <li>• Know how to count in in time</li> <li>• Be able to play a piano/guitar/bass/drum part in time to a beat</li> <li>• Be able to listen to other parts whilst holding a different part</li> <li>• Be able to practice a piece within a whole band context</li> </ul>				
9	Band arrangement	<i>To learn how to arrange instruments for a performance</i>	<ul style="list-style-type: none"> <li>• Be able to write down a structure and arrange different sections of the song Stand by me for a performance</li> <li>• Be able to listen to other parts whilst holding a different part</li> <li>• Be able to practice a piece within a whole band context</li> </ul>				
10	Assessment lesson individual	<i>Individual Assesment</i>	<ul style="list-style-type: none"> <li>• Be able to play and perform the piano/guitar part of Stand by me</li> <li>• Be able to complete rhythmic &amp; pitch dictation</li> </ul>	Video of Performance to go onto C			
11	Assessment lesson group	<i>Group Assesment</i>	<ul style="list-style-type: none"> <li>• Be able to play and perform a group performance of Stand by me</li> </ul>	Video of Performance to go onto C			





7	2	Performance Project 2	To learn how to create a production plan for a performance	<ul style="list-style-type: none"> <li>• Know the requirements for a music performance</li> <li>• Be able to plan rehearsal and practice time into a 3 week deadline</li> </ul>					
8	1	Performance Project 3	To learn how to schedule a rehearsal plan for a performance	<ul style="list-style-type: none"> <li>• To know the key skills of an effective rehearsal</li> <li>• To be able to identify potentially areas of difficulty in a song</li> </ul>					
	2	Performance Project 4	To practice individually for a performance	<ul style="list-style-type: none"> <li>• Be able to practice a set list for a performance</li> </ul>					
9	1	Performance Project 5	To practice as a group for a performance	<ul style="list-style-type: none"> <li>• Be able to rehearse effectively for a performance</li> </ul>					
	2	Performance Project 6	To practice as a group for a performance	<ul style="list-style-type: none"> <li>• Be able to rehearse effectively for a performance</li> </ul>					
10	1	Performance Project 7	To practice as a group for a performance	<ul style="list-style-type: none"> <li>• Be able to rehearse effectively for a performance</li> </ul>					
	2	Performance Project 8	To practice as a group for a performance	<ul style="list-style-type: none"> <li>• Be able to rehearse effectively for a performance</li> </ul>					
11	1	Progress Recording 2	To record a live music performance	<ul style="list-style-type: none"> <li>• Mid cycle assessment Progress recording 1</li> </ul>					
	2	Evaluations	To learn how to evaluate and improve a performance	<ul style="list-style-type: none"> <li>• Be able to analyse the strengths of a performance</li> <li>• Be able to note areas for development in future performances</li> </ul>					
12	1	Cycle goals evaluations	To evaluate the whole cycle of progress	<ul style="list-style-type: none"> <li>• Be able to reflect positively on the previous cycle progress in line with cycle goals</li> </ul>					
	2								
13	1								
	2								



12		Music Style Development 2 Controlled Assessment	To create a presentation for the development of one style of music					
		Music Style Development 1 Controlled Assessment	To present a presentation for the development of one style of music					
13		Music Style Development 2 Controlled Assessment						