

| Year group 7 (Term 3) | DRUMMING |
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| Prior learning- linked to National curriculum | Students have developed a broader understanding of some of the elements of music through previous modules, can compose simple rhythms and have developed basic performance techniques. Their performance skills should have progressed and they have experience in notation, playing rhythms in time and to a beat. |
| Covid gaps | Limited singing experience due to Covid restrictions. Also, music was not a priority during the pandemic and no external workshops took place which means that students were not exposed to the cultural and social aspects on music. |
| Rationale | This module introduces students to the keyboard and allows them to use the 5-finger technique with a possibility of adding in an independent left hand. They will also have opportunities to learn other instruments and sing. Students will be introduced to the stave and notation and understand basic note durations and how they fit into a bar. The module will embed previous learning and prepare them for more challenging performance in subsequent modules. |
| Vocabulary | MAD.T.SHIRT (melody, articulation, dynamics, tempo , structure, harmony, instruments, rhythm, texture) and ostinato. |
| Cultural Capital | There are regular opportunities to perform in concerts and take up an instrument or singing lessons. We show students a video of the Rio Carnival as well as a DVD about life in Senegal in which we explore the contrasts of how people live. Year 7s have the opportunity to attend music club on Tuesdays after school. |
| Key assessments- name the assessments | The assessment will be a performance of the an African Drumming piece (composed by students in which they have notated their rhythms) and a whole class performance of a Samba piece. Students will receive regular formative assessment and a summative comment for feedback on the Marksheet. They will also complete listening activities in their progress booklets. |
| What do children know/ can do now (EDSM) | E - basic skills on instrument and basic knowledge of keywords / D - developing skills on instrument or voice and ability to use keywords with some accuracy in full sentences / S - competent skills are demonstrated on instrument and good knowledge of keywords and ability to use form accurate responses to questions using tier 2 vocabulary / M - advanced skills on instrument and excellent use of all keywords and the ability to compare and contrast with other styles and genres using appropriate vocabulary and tier 2 vocabulary. |
| What amendments are you going to make following evaluation of this module? | No major amendments, but we need to add parts for other instruments. |