

Year group 7 (Term 4)	WORLD MUSIC
<b>Prior learning - linked to National curriculum</b>	Students have understood basic elements of music through listening and performing and composed a basic rhythm and performance in time to a pulse. They have performed a simple 5-finger tune on keyboards and had opportunities to specialise on other instruments as well as singing.
<b>Covid gaps</b>	Students often do African drumming workshops at primary school as part of the National Curriculum, but many have missed out on this / these opportunities.
<b>Rationale</b>	This module enables students to explore music from other countries (Japan and Russia). The Russian Folk tune is more difficult than Oh When the Saints and requires hand position changes and understanding of semi-quavers. There are also opportunities for singing. Kabuki Theatre allows students to explore how music and drama connect together. They learn how to compose using the pentatonic scale and are encouraged to write stories and compose musical ideas to fit with gestures.
<b>Vocabulary</b>	MAD.T.SHIRT ( <b>melody, articulation, dynamics, tempo</b> , structure, harmony, <b>instruments</b> , rhythm, texture), semi-quavers and ostinato.
<b>Cultural Capital</b>	There are regular opportunities to perform in concerts and take up an instrument or singing lessons. This style allows students to explore music and life from different countries and understand music in various contexts (performance and folk songs sung whilst doing difficult and menial jobs).
<b>Key assessments- name the assessments</b>	Formative listening assessments are in progress booklets as are practical music-making assessment marksheets. Performance assessments will be videoed and saved on the shared drive.
<b>What do children know/ can do now (EDSM)</b>	E - basic skills on instrument or voice 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 or vocals and good knowledge of keywords and ability to use form accurate responses to questions using tier 2 vocabulary / M - advanced skills on instrument or voice 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 <b>amendments</b> are you going to make following evaluation of this module?	We need to develop the other non-keyboard parts to ensure that students playing these instruments progress. Singing opportunities can also be developed.