

<p>Key Stage 3 SoW: Music in Secondary Schools Trust (MiSST) Subject: Music Year: 8 Unit title: Solo and Ensemble Performance (from Vamoosh) Term: Autumn</p> <p>Teaching lessons/hours: 15 (apx) Assessment points: 3 (progress review 1 & final assessments – aural analysis and performance)</p>	<p><i>Think Bloom's!</i></p>	<p><i>Creating</i> <i>Evaluating</i> <i>Analysing</i> <i>Applying</i> <i>Understanding</i> <i>Remembering</i></p>	<p><i>create, design, construct, invent, plan</i> <i>evaluate, judge, assess, hypothesise</i> <i>analyse, compare, deconstruct</i> <i>apply, implement, practise</i> <i>infer, explain, summarise, interpret</i> <i>know that, describe, recall</i></p>
<p>What knowledge, understanding and skills do students have already to build on in this SoW? Which previous SoW does this unit build on?</p>	<p>How does this unit promote spiritual, moral, social and cultural learning? How are you promoting MiSST values?</p>		
<ul style="list-style-type: none"> • Primary school curriculum music, instrumental tuition & performances • Family based tuition / enrichment • L. Authority music provision in borough 	<ul style="list-style-type: none"> ○ Respectful relationships ○ Building cultural capital, acquiring cultural knowledge ○ Independent self-managing resilient learning ○ Reflecting on beliefs and values ○ Using imagination and creativity ○ Developing curiosity 	<ul style="list-style-type: none"> ○ Exploring right and wrong ○ Collaborative learning ○ Listening to others ○ Leading others ○ Including others ○ Valuing diversity 	<ul style="list-style-type: none"> ○ Celebrating the achievements of others ○ Preparation for the next step in education ○ Appreciation of the arts, sports and culture ○ Discussion and debating ○ Presenting ○ Preparation for life beyond school
<p>Through this SoW, what are we trying to teach?</p>	<p>How will exceptional stretch and challenge be provided for the highest attainers?</p>		
<p>How to play a solo piece on their instrument Understand appropriate theory to access the music Use a practice routine: Learning the piece:</p> <ol style="list-style-type: none"> 1. Break the piece into phrases (4 or 8 bars at a time) 2. Kodaly rhythm 3. Use notated scale to work out notes and how to play them (Do not write notes underneath piece) 4. Say the notes 5. Say and mime the notes 6. Play 7. Put whole thing together and practice slowly over and over again 8. Gradually speed it up 9. Put parts together 	<ul style="list-style-type: none"> • Pieces range from beginner to the Grade above highest achiever in school. Grade 8 if necessary. • High expectations • Higher Order questioning • Differentiated L&A resources • Performance opportunities • Group leader roles 		

Why might students not make the progress they should during this SoW?	How will you support and challenge DSEN students, including those with ESD?
<ul style="list-style-type: none"> • Students coast on an easy piece – Baseline pieces set (see next table) • Student taking back seat – group leader roles, higher order questioning • No room for groups to practice – use corridors / split classroom • Find independent learning routines hard – keep routines the same wherever possible • Find violin very hard – differentiate down – easy pieces always available to some • Forget from lesson to lesson – re-cap and model at start of every lesson • Forget vocab – always on board, reinforced by exam exercise • Struggle with assessment – use assessment grids • Struggle with exam – give extra help during exam and go through it thoroughly 	<ul style="list-style-type: none"> • Clear learning routines set • Modelling / re-capping • Performance opportunities • Group leader opportunities • Differentiated pieces • High expectations
What are the subject specific learning skills students will develop during this SoW?	What, when and how will you assess to measure progress?
<ul style="list-style-type: none"> • Learning a piece or pieces and getting better • Correct instrument technique • Reading stave notation – pitch & rhythm • Understanding appropriate theory • Processes around working out how to read staff notation independently • Assessing own and others playing • Discussing music using relevant vocab • Learning how to rehearse & practice • Playing by ear • Singing 	<ul style="list-style-type: none"> • ½ termly progress review and final assessment using assessment grid. Marks allocated for level of Demand, accuracy, interpretation and technique. • L&A final exam exercise • Performance opportunities throughout SoW • Higher order questioning
What will you do to ensure that students retain as much information as possible from lesson to lesson?	What type of feedback will students be given?
<ul style="list-style-type: none"> • Regular h/w and practice • All students have music to take home and practice • Learning routines established early on • Re-cap required pieces every lesson • Exam supports and develops vocab used throughout unit • Assessment grid used to guide all discussions • Assessment guides learning from start • Vocab lists given out early on 	<ul style="list-style-type: none"> • Summative – assessment grid & exam • Formative – Assessment grid, exam, discussion, performance • All the above using Peer, self & teacher assessment
What resources does the teacher need for this SoW?	In what ways will students learn during this SoW?

<ul style="list-style-type: none"> • Assessment Grid • Instrumental Booklets • Vocal warm ups • Main vocal piece • Technical instrumental Do Nows / studies / scales • LAT Exam • Theory booklet 	<ul style="list-style-type: none"> • Violins / instruments • Music • Stands • Rooms for groups to rehearse in • Voices • Piano • IWB 	<ul style="list-style-type: none"> • Peri directed learning • Whole class, small group and individual learning • Group roles & collaborative learning • Higher order questioning using given vocab • Performance (individual and group) • LAT exam exercise • Peer / self marking • Individual practice
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SoW basic overview: Solo and Ensemble Performance Y8

Term focus Do Now: 1a. Note Superhero, 1b. Instrumentation using non ALWP instruments and time signature

Lesson	Focus	Suggested lesson order:	Mins	Homework + Baseline Vamoosh piece (here for all ALWP instruments)	Peri Teacher Responsibilities	Teacher admin
1 No instruments (can use some untuned percussion for HA groups)	<ul style="list-style-type: none"> • Kodaly • Give everything out 	<p><u>Do Now</u>: key terms revision/instruments</p> <p><u>Admin</u>: expectations and practice stars</p> <p><u>Musical warm-ups</u>: pass the sound, don't clap this one back, dee-oh</p> <p><u>Theory</u>: Kodaly explanation. Written task and listening task.</p> <p><u>Body percussion</u>: kodaly rhythm reading, small group performances of polyrhythms.</p> <p><u>Plenary</u>: whole class performance of Kodaly sounds using body percussion (This can be used as a whole class warm up at the start of the lesson if teacher deems it appropriate).</p>	10 5 15 10 20 10	Teaching gadget – rhythms task		<ul style="list-style-type: none"> • Equipment – folders, theory books, progress log, assessment grids • Make note of all serial numbers for everything in your record spreadsheet • Book in SFS assembly for last week of first half term or first week back after half term break

2 Instruments	<ul style="list-style-type: none"> • Kodaly • Rhythmic dictation • SFS 	<p><u>Do Now:</u> Kodaly recap <u>Admin:</u> Instrument and practice chart handout/check/leave by seats <u>Theory:</u> rhythmic dictation explanation and task <u>SFS:</u> Magic caldron sounds warmup, Dee-oh, Best Day of My Life <u>Instruments:</u> Rest position, reminder of misst routine, Vamoosh or ABRSM <u>Plenary:</u> Performance plenary. Students give feedback using vocabulary from assessment grid</p>	<p>5 10 10 10 15 20 5</p>	<p><u>Practice:</u> Vamoosh Baseline Piece: Strings – Ode to Joy Flutes – Go Tell Aunt Rhody Clarinet/Trumpets - Lightly Row <u>Listening:</u> Beethoven - Symphony No. 5 - Mvt 1</p>		<ul style="list-style-type: none"> • Detentions issued to students without instruments/contracts • Give out Vamoosh books • Ability groups confirmed and sent to SB
3	<ul style="list-style-type: none"> • Notes on the stave 	<p><u>Do Now:</u> Notes on the stave explanation <u>Theory:</u> Notes on the stave task <u>Listening task:</u> ascending/descending melody <u>Instruments:</u> Vamoosh or ABRSM <u>Plenary:</u> Performance plenary. Students give feedback using vocabulary from assessment grid</p>	<p>10 10 10 30 10</p>	<p><u>Practice:</u> Vamoosh Baseline Piece: Strings – Ode to Joy Flutes – Go Tell Aunt Rhody Clarinet/Trumpets - Lightly Row <u>Theory:</u> notes on the stave <u>Listening:</u> Price - Juba Dance</p>		<ul style="list-style-type: none"> • Detentions issued to students without instruments/contracts • Give out Vamoosh books • Ability groups confirmed and sent to SB
4	<ul style="list-style-type: none"> • Notes on the stave • SFS 	<p><u>Do Now:</u> Notes on the stave recap <u>Theory:</u> notes on stave/ledger lines practice <u>SFS:</u> Best Day of My Life <u>Instruments:</u> Vamoosh or ABRSM <u>Plenary:</u> Performance plenary. Students give feedback using vocabulary from assessment grid</p>	<p>5 10 15 20 10</p>	<p><u>Practice:</u> Vamoosh Baseline Piece: Strings – Ode to Joy Flutes – Go Tell Aunt Rhody Clarinet/Trumpets - Lightly Row <u>Listening:</u> Price - Juba Dance</p>		<ul style="list-style-type: none"> • Detentions issued to students without instruments/contracts

5	<ul style="list-style-type: none"> Rhythm words 	<p><u>Do Now:</u> kodaly, notes on stave recap <u>Theory:</u> rhythm words explanation and task <u>SFS: Best Day of My Life</u> – penultimate rehearsal before whole year assembly either last week of half term or first week back after half term. <u>Instruments:</u> Vamoosh or ABRSM <u>Plenary:</u> Performance plenary. Students give feedback using vocabulary from assessment grid</p>	<p>10 10 10 30 10</p>	<p><u>Practice:</u> Vamoosh Baseline <u>Piece:</u> Strings – Ode to Joy Flutes – Go Tell Aunt Rhody Clarinet/Trumpets - Lightly Row <u>Theory:</u> rhythm words <u>Listening:</u> Greig - In the Hall of the Mountain King</p>		<ul style="list-style-type: none"> Detentions issued to students without equipment
6	<ul style="list-style-type: none"> Progress review SFS 	<p><u>Do Now:</u> rhythm words recap <u>SFS: vocal warmups</u> <u>Best Day of My Life</u> – final rehearsal before whole year assembly either last week of half term or first week back after half term. <u>Theory:</u> rhythm words recap <u>Instruments:</u> Vamoosh or ABRSM. Progress review as a group/in pairs using assessment grid in pencil. This mark will form half of their overall instrument performance score for this term. <u>Plenary:</u> student with highest mark to perform to class. Students give feedback using vocabulary from assessment grid</p>	<p>10 15 5 30 5</p>	<p><u>Practice:</u> Vamoosh Baseline <u>Piece:</u> Strings – Ode to Joy Flutes – Go Tell Aunt Rhody Clarinet/Trumpets - Lightly Row <u>Theory:</u> revision <u>Listening:</u> Greig - In the Hall of the Mountain King</p>		<ul style="list-style-type: none"> Equipment check: teacher and peri ensure strings/flutes have following equipment: instrument, bow/pull through, rosin/grease, straps on case, all srtrings/all joints, Vamoosh book, Theory book, assessment grid, progress log

7	<ul style="list-style-type: none"> Time Signatures 	<p><u>Do Now:</u> rhythm words recap <u>Theory:</u> time signatures explanation and task <u>Musical warmups:</u> pass the sound/boomchicka boom <u>Instruments:</u> learning ensemble parts in ability groups <u>Plenary:</u> Performance plenary. Students give feedback using vocabulary from assessment grid</p>	<p>5 10 10 30 10</p>	<p><u>Practice:</u> Ensemble baseline piece: Strings - Twinkle Twinkle Flutes - Movie Buster Clarinets/Trumpets - Abide With Me <u>Listening:</u> Purcell - Rondeau</p>		<ul style="list-style-type: none"> Book in MiSST playing assembly for last week of first second term or first week back after Christmas break Detentions issued to students without equipment rearrange groups for ensemble (mixed ability). Nominate a student leader for each group
8	<ul style="list-style-type: none"> Time Signatures 	<p><u>Do Now:</u> time signatures recap <u>Theory and listening:</u> time signatures practice <u>Instruments:</u> ability groups led by student leaders working on ensemble repertoire through the practice routine: 1. Kodaly 2. say the notes 3. say the fingers (strings) 4. say and mime 5. play <u>Plenary:</u> Performance plenary. Students give feedback using vocabulary from assessment grid</p>	<p>10 10 40 10</p>	<p><u>Practice:</u> Ensemble baseline piece: Strings - Twinkle Twinkle Flutes - Movie Buster Clarinets/Trumpets - Abide With Me <u>Listening:</u> Purcell - Rondeau</p>		<ul style="list-style-type: none"> Detentions issued to students without equipment
9	Instrumentation	<p><u>Do Now:</u> kodaly, notes on stave recap <u>Theory:</u> instrumentation explanation and task <u>Instruments:</u> ability groups led by student leaders working on ensemble repertoire through the practice routine <u>Plenary:</u> Performance plenary. Students give feedback using vocabulary from assessment grid</p>	<p>10 20 30 10</p>	<p><u>Practice:</u> Ensemble baseline piece: Strings - Twinkle Twinkle Flutes - Movie Buster Clarinets/Trumpets - Abide With Me <u>Theory:</u> instrumentation <u>Listening:</u> Wood - Fantasia on British Sea Songs</p>		<ul style="list-style-type: none"> Detentions issued to students without equipment

10	Instrumentation	<p><u>Do Now:</u> Instrumentation recap <u>Theory:</u> instrumentation task <u>Instruments:</u> ability groups led by student leaders working on ensemble repertoire through the practice routine <u>Plenary:</u> Performance plenary. Students give feedback using vocabulary from assessment grid</p>	10 10 40 10	<p><u>Practice:</u> Ensemble baseline piece: Strings - Twinkle Twinkle Flutes - Movie Buster Clarinets/Trumpets - Abide With Me <u>Listening:</u> Wood - Fantasia on British Sea Songs</p>		<ul style="list-style-type: none"> • Detentions issued to students without equipment
11	Instrumentation	<p><u>Do Now:</u> instrumentation recap <u>Theory:</u> instrumentation explanation and listening task. Students informed of exam in two weeks <u>Instruments:</u> ability groups led by student leaders working on ensemble repertoire through the practice routine <u>Plenary:</u> Performance plenary. Students give feedback using vocabulary from assessment grid</p>	10 10 40 10	<p><u>Practice:</u> Ensemble baseline piece: Strings - Twinkle Twinkle Flutes - Movie Buster Clarinets/Trumpets - Abide With Me <u>Theory:</u> revision <u>Listening:</u> Jones - Boogie Stop Shuffle</p>		<ul style="list-style-type: none"> • Detentions issued to students without equipment
12	Instrumentation	<p><u>Do Now:</u> instrumentation explanation <u>Theory:</u> instrumentation listening task <u>Theory:</u> Walking Talking Mock <u>Instruments:</u> mock ensemble performance exam <u>Plenary:</u> Performance plenary. Students give feedback using vocabulary from assessment grid</p>	10 10 20 20 10	<p><u>Practice:</u> Ensemble baseline piece: Strings - Twinkle Twinkle Flutes - Movie Buster Clarinets/Trumpets - Abide With Me <u>Theory:</u> revision <u>Listening:</u> Jones - Boogie Stop Shuffle</p>		<ul style="list-style-type: none"> • Detentions issued to students without equipment

13	Assessment	<p><u>Do Now:</u> students assess teacher using assessment grid.</p> <p><u>Theory:</u> LAT exam</p> <p><u>Instruments:</u> students assessed in ensemble by teacher/peri in pen. Student complete their own WWW/EBI on assessment grids.</p> <p><u>Musical warmups:</u> don't clap back</p> <p><u>Plenary:</u> group with highest mark to perform to class.</p>	5 20 30 5 10	<p><u>Practice:</u> Ensemble baseline piece: Strings - Twinkle Twinkle Flutes - Movie Buster Clarinets/Trumpets - Abide With Me</p> <p><u>Listening:</u> C. Schumann - Piano Concerto - Mvt. 1</p>		<ul style="list-style-type: none"> • Detentions issued to students without equipment • Equipment check: teacher and peri ensure strings/flutes have following equipment: instrument, bow/pull through, rosin/grease, straps on case, all srstrings/all joints, Vamoosh book, Theory book, assessment grid, progress log
14	MISST assembly and Catch up	<p>Year group performance of piece learnt this term.</p> <p><u>Repertoire suggestions for Strings solo:</u> B - A String Hoe Down M - 3D Scales H - Prelude</p> <p><u>Repertoire suggestions for Flutes solo:</u> B - Rumpus M - The Wise Oak tree H - Twinkle Twinkle</p> <p><u>Repertoire suggestions for Clarinets/Trumpets solo:</u> B - Sunshine M - Little Rock Star H - Oh When the Saints</p> <p><u>Repertoire suggestions for Strings ensemble:</u> B - Twinkle Twinkle M - Rolling Hills B - Ode to Joy</p> <p><u>Repertoire suggestions for Flutes ensemble:</u> B - Clown Dance M - Movie Buster H - Peanut Butter Pals</p>		<p><u>Practice:</u> Ensemble baseline piece: Strings - Twinkle Twinkle Flutes - Movie Buster Clarinets/Trumpets - Abide With Me</p> <p><u>Listening:</u> C. Schumann - Piano Concerto - Mvt. 1</p>		<ul style="list-style-type: none"> • Detentions issued to students without equipment • Equipment check: teacher and peri ensure strings/flutes have following equipment: instrument, bow/pull through, rosin/grease, straps on case, all srstrings/all joints, Vamoosh book, Theory book, assessment grid, progress log

		<u>Repertoire suggestions for Clarinets/Trumpets ensemble:</u> B - Lightly Row M - Abide With Me H - Drunken Sailor or Danny Boy students take LAT exam and are assessed by one teacher.				
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General Lesson Plans & Routines

	Time (mins)	Teacher role	Peri role
Do Now (whiteboards)	10	<ul style="list-style-type: none"> ● Taking register – identify students without instruments ● Sanction after lesson (A – detention 1st occasion, R – detention 2nd occasion in a half term) ● Leading TTDT, singing or theory introduction 	<ul style="list-style-type: none"> ● Tuning instruments ● Rosin-ing bows ● Supporting identified SEN pupils ● Hands out spare instruments
Theory & Listening exercises(whiteboards + theory booklets)	10	<ul style="list-style-type: none"> ● Leading explanation ● Targeted questioning ● Listening exercises 	<ul style="list-style-type: none"> ● Tuning instruments ● Rosin-ing bows ● Supporting identified SEN pupils ● Hands out spare instruments ● Take out individuals to work on areas
Body percussion + singing	15	<ul style="list-style-type: none"> ● Leading whole class musical warm-ups 	<ul style="list-style-type: none"> ● Support with whole/group ● Take out individuals to work on areas
Instruments	30	<ol style="list-style-type: none"> 1. Warm up 2. Apply theory content to music 3. Kodaly 4. Say the notes 5. Say and mime 6. Play <ul style="list-style-type: none"> ● Give students opportunity to lead when possible ● Use language from assessment grid 	
Plenary	10	<ul style="list-style-type: none"> ● One group perform ● Teacher leads WWW/EBI from pupils according to assessment grid ● Teacher sets performance practice and theory homework 	<ul style="list-style-type: none"> ● Performs with group ● Supporting identified SEN pupils ● Completing progress log for group ● Collects spare instruments