

<p>eKey Stage 3 SoW: Music in Secondary Schools Trust (MiSST) Subject: Music Year: 7 Unit title: Solo Performance (from Vamoosh) Term: Autumn 1</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 		
<p>Why might students not make the progress they should during this SoW?</p>	<p>How will you support and challenge DSEN students, including those with ESBD?</p>		

<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
<p>What are the subject specific learning skills students will develop during this SoW?</p>	<p>What, when and how will you assess to measure progress?</p>
<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
<p>What will you do to ensure that students retain as much information as possible from lesson to lesson?</p>	<p>What type of feedback will students be given?</p>
<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
<p>What resources does the teacher need for this SoW?</p>	<p>In what ways will students learn during this SoW?</p>
<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"> ● 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

		<ul style="list-style-type: none">• Individual practice
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SoW basic overview: Solo Performance Y7

Lesson	Focus	Suggested lesson order:	Mins	Homework + Baseline Vamoosh piece	Peri Teacher Responsibilities	Teacher admin	Assembly
1 without instru- ments	Expectations & Routines	<u>Do Now:</u> Do Now and expectations <u>Admin:</u> Student survey of previous musical experience	10min 10min	Contracts and media permissions signing	Hand-out/collect in student surveys.	Student survey of previous musical experience (use class lists)	Call and response body percussion
	Intro to MiSST & Kodaly	<u>Theory:</u> Kodaly explanation and task <u>Instruments:</u> body percussion and rhythm games, whole class performance of Kodaly sounds using open	10min 20min		Support with body percussion and singing (in with students)		Say boom chicka boom
	Rhythm games, opt. SFS	<u>Singing:</u> Say boom chicka boom; Happier	15min		Encouragement with plenary task		Happier
		<u>Plenary:</u> individual recap of Kodaly rhythm sounds (whiteboards) and pack away	10min				
2 without instru- ments	Reminder of expectations & routines	<u>Do Now:</u> Do Now and expectations reminder <u>Theory:</u> Kodaly revision and task <u>Instruments:</u> body percussion and rhythm games, whole class performance of Kodaly sounds using open, writing own rhythms	10min 10min 20min	Instruments on teaching gadget	Hand-out/collect in student surveys.		
	Recap of Kodaly Instruments	<u>Singing:</u> Say boom chicka boom; Happier	15min		Support with body percussion and singing (in with students)		
	SFS	<u>Plenary:</u> individual recap of Kodaly rhythm sounds (whiteboards) and pack away	10min		Encouragement with plenary task		
	Give out theory booklets						

3 With instruments	<ul style="list-style-type: none"> ● Kodaly ● Give everything out 	<p><u>Do Now:</u> Kodaly and instruments <u>Singing:</u> I say hip/hop <u>Admin:</u> Hand out instruments, name label, serial numbers <u>Instruments:</u> rest position, posture, making a sound, whole class performance of Kodaly sounds using open strings/head joint. (This can be used as a whole class warm up at the start of the lesson if teacher deems it appropriate), Doody doo <u>Plenary:</u> small group/solo kodaly sounds</p>	10 5 20 15 20 10	Instrument practice (posture, sound, doody doo)	Instrument hand-out Collect rubbish Posture checks – remove students if really needing support Circulate room adjusting embouchure/posture	<ul style="list-style-type: none"> ● Equipment – contracts, instruments, 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 	●
4 With instruments	<ul style="list-style-type: none"> ● Kodaly ● SFS ● Notes on the stave ● Instruments 	<p><u>Do Now:</u> Kodaly TDDT <u>SFS:</u> boom chicka, dynamite <u>Theory:</u> Notes on the stave explanation and task <u>Admin:</u> anyone without instruments <u>Instruments:</u> recap rest position/routines, introducing Vamoosh and practice steps:</p> <ol style="list-style-type: none"> 1. Break into phrases 2. Kodaly 3. Say the notes 4. Say the fingers (strings) 5. Say and mime 6. Play <p><u>Plenary:</u> whole class performance of Kodaly sounds using open strings/head joint/first notes. M group performance of what they have learnt in groups</p>	5 15 20 5 25 10	<u>Practice:</u> Instrumental Booklet exercises <u>Vamoosh Baseline</u> <u>Piece:</u> Strings – St Anthony Chorale Flutes – Busy Beez Clarinets/Trumpets - Busy Bees <u>Theory:</u> notes on the stave	M or whole class performance using exercises and improvisation	<ul style="list-style-type: none"> ● All contracts collected ● Detentions issued to students without instruments/contracts ● Give out Vamoosh books ● Ability groups confirmed and sent to SB 	●

5	<ul style="list-style-type: none"> • SFS • Notes on the stave recap • Instruments 	<p><u>Do Now:</u> Notes on the stave and kodaly recap</p> <p><u>Theory:</u> Notes on the stave task and ledger lines for HA</p> <p><u>SFS:</u> Dynamite, Happier</p> <p><u>Instruments:</u> Continuing Vamoosh and practice steps:</p> <ol style="list-style-type: none"> 1. Break into phrases 2. Kodaly 3. Say the notes 4. Say the fingers (strings) 5. Say and mime 6. Play <p><u>Plenary:</u> whole class performance of Kodaly sounds using open strings/head joint/first notes. B group performance of what they have learnt in groups</p>	10 15 15 25 10	<p><u>Practice:</u></p> <p>Instrumental</p> <p>Booklet exercises</p> <p><u>Vamoosh Baseline</u></p> <p><u>Piece:</u></p> <p>Strings – St Anthony Chorale</p> <p>Flutes – Busy Beez</p> <p>Clarinets/Trumpets - Busy Bees</p>	B or whole class performance using exercises and improvisation	<ul style="list-style-type: none"> • Detentions issued to students without instruments/contracts 	<ul style="list-style-type: none"> •
6	<ul style="list-style-type: none"> • Rhythm words • SFS 	<p><u>Do Now:</u> notes on stave, kodaly and instrument recap</p> <p><u>Theory:</u> rhythm words explanation and task, inform students of progress review next lesson</p> <p><u>Instruments:</u> continuing Vamoosh and practice steps.</p> <p><u>Plenary:</u> whole class performance of Kodaly sounds using open strings/head joint/first notes. H group performance of what they have learnt in groups. remind students about progress review next week</p>	10 25 30 10	<p><u>Practice:</u></p> <p>Instrumental</p> <p>Booklet exercises</p> <p><u>Vamoosh Baseline</u></p> <p><u>Piece:</u></p> <p>Strings – St Anthony Chorale</p> <p>Flutes – Busy Beez</p> <p>Clarinets/Trumpets - Busy Bees</p> <p><u>Theory:</u> rhythm words</p>	H or whole class performance using exercises and improvisation	<ul style="list-style-type: none"> • Detentions issued to students without equipment 	<ul style="list-style-type: none"> •

7	<ul style="list-style-type: none"> Progress review 	<p><u>Do Now:</u> rhythm words recap <u>Theory:</u> progress review task and feedback <u>SFS:</u> Happier – final rehearsal before whole year assembly either last week of half term or first week back after half term. <u>Instruments:</u> continuing Vamoosh and practice steps. Progress review as a group/in pairs using assessment grid in pencil <u>Plenary:</u> student solos/duets</p>	<p>5 20 15 30 10</p>	<p><u>Practice:</u> Instrumental Booklet exercises <u>Vamoosh Baseline</u> <u>Piece:</u> Strings – St Anthony Chorale Flutes – Busy Beez Clarinets/Trumpets - Busy Bees <u>Theory:</u> revision homework</p>	B or whole class performance using exercises and improvisation	<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 srstrings/all joints, Vamoosh book, Theory book, assessment grid, progress log 	<ul style="list-style-type: none">
8	<ul style="list-style-type: none"> Metre 	<p><u>Do Now:</u> rhythm names, notes on stave recap <u>Theory:</u> metre explanation and task <u>Singing:</u> Where Are You Now <u>Instruments:</u> continuing Vamoosh and practice steps. <u>Plenary:</u> whole class performance of homorhythmic harmony exercises using first notes (This can be used as a whole class warm up at the start of the lesson if teacher deems it appropriate). H group performance of what they have learnt in groups</p>	<p>10 15 10 30 10</p>	<p><u>Practice:</u> Instrumental Booklet exercises <u>Vamoosh Baseline</u> <u>Piece:</u> Strings – Under the Coconut Tree Flutes – Falling Leaves Clarinets - Dancing Shoes <u>Theory:</u> metre</p>	H or whole class performance using exercises	<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 	<ul style="list-style-type: none">

9	Metre	<p><u>Do Now:</u> metre recap <u>Theory:</u> Metre listening task <u>Conducting:</u> metre to pieces of music <u>Instruments:</u> continuing Vamoosh and practice steps. <u>Plenary:</u> whole class performance of homorhythmic harmony exercises using open strings/head joint/first notes. M group performance of what they have learnt in groups</p>	10 5 10 40 10	<p><u>Practice:</u> Instrumental Booklet exercises <u>Vamoosh Baseline</u> <u>Piece:</u> Strings – Under the Coconut Tree Flutes – Falling Leaves Clarinets - Dancing Shoes</p>	M or whole class performance using exercises	<ul style="list-style-type: none"> • Detentions issued to students without equipment 	•
10	Tempo	<p><u>Do Now:</u> metre recap <u>Theory:</u> tempo explanation and task <u>Conducting:</u> tempo – student leaders <u>Instruments:</u> continuing Vamoosh and practice steps. <u>Plenary:</u> whole class performance of homorhythmic harmony exercises using open strings/head joint/first notes. H group performance of what they have learnt in groups</p>	10 15 10 30 10	<p><u>Practice:</u> Instrumental Booklet exercises <u>Vamoosh Baseline</u> <u>Piece:</u> Strings – Under the Coconut Tree Flutes – Falling Leaves Clarinets - Dancing Shoes <u>Theory:</u> tempo</p>	B or whole class performance using exercises	<ul style="list-style-type: none"> • Detentions issued to students without equipment 	•
11	Tempo	<p><u>Do Now:</u> tempo recap <u>Singing:</u> pass the sound, dee oh <u>Instruments:</u> continuing Vamoosh and practice steps. <u>Plenary:</u> whole class performance of homorhythmic harmony exercises using open strings/head joint/first notes. M group performance of what they have learnt in groups</p>	10 10 40 10	<p><u>Practice:</u> Instrumental Booklet exercises <u>Vamoosh Baseline</u> <u>Piece:</u> Strings – Under the Coconut Tree Flutes – Falling Leaves Clarinets - Dancing Shoes</p>	H or whole class performance using exercises	<ul style="list-style-type: none"> • Detentions issued to students without equipment 	•

12	Revision	<p><u>Do Now:</u> revision exercise. Students informed of exam in two weeks</p> <p><u>Theory:</u> Listening exercise</p> <p><u>Instruments:</u> continuing Vamoosh and practice steps.</p> <p><u>Plenary:</u> whole class performance of homorhythmic harmony exercises using open strings/head joint/first notes. M group performance of what they have learnt in groups</p>	10 10 40 5	<p><u>Practice:</u> Instrumental Booklet exercises <u>Vamoosh Baseline</u></p> <p><u>Piece:</u> Strings – Under the Coconut Tree Flutes – Falling Leaves Clarinets - Dancing Shoes</p> <p><u>Theory:</u> revision homework</p>	M or whole class performance using exercises	<ul style="list-style-type: none"> • Detentions issued to students without equipment 	•
13	Walking, Taslking Mock	<p><u>Do Now:</u> Tempo revision</p> <p><u>Theory / WTM:</u> walk through assessment grid with students</p> <p><u>Instruments:</u> mock solo performance exam</p> <p><u>Plenary:</u> whole class performance of homorhythmic harmony exercises using open strings/head joint/first notes. B group performance of what they have learnt in groups</p>	10 10 40 10	<p><u>Practice:</u> Instrumental Booklet exercises <u>Vamoosh Baseline</u></p> <p><u>Piece:</u> Strings – Under the Coconut Tree Flutes – Falling Leaves Clarinets - Dancing Shoes</p>	B or whole class performance using exercises	<ul style="list-style-type: none"> • Detentions issued to students without equipment 	•
14	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 one by one for solo assessment by teacher/peri in pen. Student complete their own WWW/EBI on assessment grids.</p> <p><u>Plenary:</u> student with highest mark to perform to class.</p>	5 20 40 5	<p><u>Practice:</u> Instrumental Booklet exercises <u>Vamoosh Baseline</u></p> <p><u>Piece:</u> Strings – Under the Coconut Tree Flutes – Falling Leaves Clarinets - Dancing Shoes</p>	H, or student with highest mark or whole class performance using exercises	<ul style="list-style-type: none"> • Detentions issued to students without equipment • Equipment check: teacher and peri ensure strings/flutes have following equipment: instrument, 	•

						<p>bow/pull through, rosin/grease, straps on case, all srtrings/all joints, Vamoosh book, Theory book, assessment grid, progress log</p>	
14	<p>MISST assembly and Catch up</p>	<p>Year group performance of piece learnt for Solo Performance. <u>Repertoire suggestions for Strings:</u> B - Clown Dance M - Under the Coconut Tree H - Footprints in the Snow <u>Repertoire suggestions for Flutes:</u> B - The Old Chuckwagon M - Falling Leaves H - Tightrope <u>Repertoire suggestions for Clarinets/Trumpets:</u> B - March M - Dancing Shoes H - Hokey Pokey Absent students take LAT exam and are assessed by one teacher.</p>		<p><u>Practice:</u> Instrumental Booklet exercises <u>Vamoosh Baseline</u> <u>Piece:</u> Strings – Under the Coconut Tree Flutes – Falling Leaves Clarinets - Dancing Shoes</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 srtrings/all joints, Vamoosh book, Theory book, assessment 	<ul style="list-style-type: none"> •

						grid, progress log	
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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	5	<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