Scheme of Learning: YEAR 7 BEATS & RHYTHMS

Topic Sequence:

1	2	3	4	5	6
BEATS & RHYTHMS	PITCH & NOTATION	THE 4 CHORD SONG	SAMBA	MUSIC FOR ADVERTS	BHOOKS & RIFFS

Topic Overview:

This topic will set the foundations for KS3 music through consolidating prior knowledge gained during KS2 and ensuring all pupils have a common understanding of beats, pulse, rhythm and notation before moving on to explore how these can be applied in different musical contexts. Pupils will learn the musical vocabulary to describe different types of beats and notation and will all learn to read and perform from basic rhythmic notation. Pupils will develop their confidence in being able to maintain a pulse and perform and improvise rhythmic patterns within an ensemble and will create their own rhythmic performance based on the music of the percussion group Stomp.

During the project pupils will also learn about the parts of the drum kit, will have the opportunity to play a basic rock beat on the kit and will be introduced to our Logic Pro music software, on which they will learn how to programme and edit beats in different styles.

This project will set the foundations for all future KS3 work by ensuring all pupils have been introduced to and understood rhythmic notation, have a knowledge of how to programme their own beats on Logic for all future projects, and will lead directly into the next module on Pitch and Notation in which pupils will learning to play the keyboard through combining their knowledge of rhythmic notation with new learning regarding pitch.

Lesson Sequence:

The project will begin with some whole class vocal activities and rhythm games to assess prior understanding and skill level. Pupils will then be introduced to the key vocabulary of the topic and will explore performing and improvising different rhythms using body percussion. At this point they will be introduced to the work of the Percussion group 'Stomp' to provide a contextual basis for their work and will create their own short rhythmic ensemble pieces in a similar style, exploring pulse, rhythm, ostinato, structure and texture.

Pupils will then be introduced to rhythmic notation, with extension tasks available for those already confident in working with this; all common simple notations will be taught and tested and pupils will explore creating their own rhythms using rhythmic notation to apply their learning.

Following this lessons will move on to introducing the parts of the drum kit and demonstrating how these are also available on Logic software; pupils will learn to play a basic rock beat on the kit and also how to programme the same beat into Logic. They will then build on this learning by exploring how this basic rhythm can be tweaked to conform to different genres of music and will end the project by creating and performing a short rap over their own programmed beat.

Throughout the project, singing starter activities will also be used to develop pupil's vocal confidence and ability, culminating in a class performance at the end of the half term project.

Sequence of Lessons:

1	Introduction to Music - 'My Music'
2	Stomp!
3	Rhythmic notation
4	Rhythmic notation test, Ensemble development
5	Stomp Performance & Evaluation
6	Drum Beats
7	Stylistic Variations & Rap
8	Rap Performance
9	
10	

Topic Resources:

Knowledge Map:	Yr7 Music 1: BEATS & RHYTHMS	Any other Resources:	Drum Rhythms

Assessment:

Knowledge:	Rhythmic Notation Test
Application of Knowledge:	Programmed beat on Logic
Practical Skills:	Stomp ensemble composition, drum kit performance, rap performance

Supportive Listening:

Stomp!	'Kitchen'
African Drum Music	Various examples on 'Music For' YouTube channel
Will Smith	Fresh Prince of Bel Air theme