

# MADANI GIRLS SCHOOL Y7 MUSIC OVERVIEW 2024-25

Lesson	1	2	3	4	5
Learning Objective	Explore / understand what a musical score is Understand what a duff drum is Explore ideas on playing a duff	Understand musical inter-related dimensions ie, pitch, duration, texture, tempo Explore what rhythm is Explore, listen to, review, evaluate a range of musical genres	Explore listening to others sing Understand/ Explore using own voices Explore composing own music	Understand / learn to sing and use their voices Understand how to compose music on their own and in groups	Understand how to develop vocal Understand/ explore instrument fluency
Starter	Teacher demo on the duff to explore differing drum beats – targeted questions to class	Listen to an example of a musical genre Pupils to comment and write in booklets	Pupils to hear / listen to a song/ nasheed appreciating nature / comment, discuss and write in booklet (Oracy/ numeracy)	A set of images – Pupils to discuss in group, discuss, analyse, write about in booklets	Listen to 99 names of God-Benammi, listen carefully to duration, pitch, tempo, texture, comment and write in booklets
Main/ Activities	Write the definitions to the musical elements (pitch, tempo, dynamics, duration, texture, timbre) In groups of 4 experiment with duff sounds, beats, scratching surface with expression Create a group musical score which has to have a rhythm/ practice in lesson	To get into groups, what could we do to add texture, duration and tempo Pupils to listen to classical, bhangra, blues, jazz, traditional duff To write about, comment To perform graphic score	Pupils to understand/ explore rhythm in this lesson/ look back over what they have done so far/ recap To practice singing and using the duff to create sounds/ beats/ movement/ expression To use the examples of songs/ nasheeds provided HL – History of the duff facts	Pupils to write own graphic scores with beats, rests, gaps, additional vocal sounds To perform to the class To practice in own groups/ to practice again HL- find a poem, written word, nasheed to perform next lesson	Pupils to select a song, poem, nasheed from a selection/ own researched choice Practice and perform with a duff Pupils to use relevant notations accurately & appropriately
Assessment Method	www. / ebi. Teacher feedback Pupil feedback	Self / peer assessment/ teacher feedback	Self/ peer assessment/ Teacher feedback	www. ebi./ self/ peer assessment / teacher feedback	www. ebi. Teacher feedback
Plenary	Recap – targeted questions to class/ pupils to lead	Recap – go over/recap the music genres heard today / discuss with targeted questions/ pupils to lead	Recap – singing and using their voices Students to lead on what they did this lesson / teacher feedback	Recap – what we did today and why/ key terms Students to lead/ targeted questions	Recap – on how music is created, produced and communicated, how they have communicated their voices/ skills
NC Descriptor	MU1	MU1 MU2	MU5	MU4 MU5	MU6
AREAS OF STUDY		KEY CONCEPTS		ASSESSMENT METHOD	
MU1, MU2, MU3, MU4,		MU5		self./ peer/ group/ teacher feedback	

# MADANI GIRLS SCHOOL Y8 MUSIC OVERVIEW 2024-25

Lesson	1	2	3	4	5
Learning Objective	Understand key terms to describe musical scores Understand what a graphic score is Explore understanding of rhythm	Explore and know how to perform own graphic score in a group To perform using a duff drum To explore drum beats & surface sounds	Explore HL researched/ collected poems/ lyrics/ nasheeds Explore performance through singing in groups	Explore/understand texture, duration, tempo, rhythm with own work Explore/listen to sections of music/ historical genres( Blues, Jazz, Duff drumming)	Explore/ understand singing and performance to the class To introduce /identify interrelated dimensions with increasing sophistication Explore adding tonalities & sounds with a musical instrument
Starter	Listen to 3 types of historical genres/ discuss and comment and write in booklet	Listen to 3 types of historical genres/ discuss and comment and write in booklet	Listen to Yusuf Islam's Peace Train / comment/ discuss and write in booklets	Listen to a popular nasheed/ glorifying the Creator/discuss/ comment	Listen to a duff solo and group performance / instrumental piece/ discuss / comment and write in booklets
Main/ Activities	Pupils will listen to/ review / evaluate music they hear over a range of historical periods and genres Class to listen to a range of music / one minute each- classical, bhangra, blues, traditional duff Discuss and write for texture, duration, tempo, rhythm	Pupils to perform their graphic scores in groups of 4 Fill in the www and ebi in booklets Write and discuss about the examples of the duff To perform, listen, review and evaluate	Pupils to create in groups a NATURE inspired poem, nasheed/ can repeat lines, words more than once, chorus etc Perform to other groups in class	Check home learning To perform their chosen poem/ nasheed in class to the rest of the class from a range of nasheeds	Groups and solo performances to class with the use of accompanied duff/ drum beats and additional sounds including vocals
Assessment Method	Peer/ self assessment/ Teacher feedback/ oracy/ discussion	Peer assessed performances/ each group to feedback/	www ebi/ self and peer assessment/ teacher feedback	www ebi/ self and peer assessment/ teacher feedback	www ebi/ self and peer assessment/ teacher feedback
Plenary	Recap on key terms / targeted questions	Recap on graphic scores created in class	Recap on what is included in scores/ nasheeds/ why ? Inspiration ?	Recap – texture , duration, tempo, rhythm – how it worked well and how / how to improve	Recap – singing, using voices, Identifying the genres, styles which influenced them
NC Descriptor	MU3 MU5	MU1 MU4	MU6	MU3	MU2 MU4
AREAS OF STUDY		KEY CONCEPTS		ASSESSMENT METHOD	
MU3 MU5		MU1 MU4		MU5 MU2	