



Big Question

AoLE: EXPRESSIVE ARTS	Subject: MUSIC	Year: 7
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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum
Can you play it? Can you teach it?	Learners will practise and perform the song <i>7 Years Old</i> by Lucas Graham. Through this learning experience they will perform either on an instrument, or vocally. They will experiment with different performance methods and the key of F Major (and the note Bb). Once they have performed the song back to their peers, learners will then look at digital media and enterprising skills by creating a tutorial video. This video will allow learners to synthesise their learning into a product which demonstrates their progress.

What does progression look like in this 'Big Question'

Progression Indicator	Description of learning (What matters statements)	Student evidence of progression (Blooms) / Knowledge
Excelling	<p>I can synthesise and apply experience, knowledge and understanding with sophistication and intent when communicating my ideas.</p> <p>I can design creative outcomes to professional and industry-standard with sophistication, clear purpose and intent.</p> <p>I can consider artistic intent, purpose and audience in an informed way when performing, presenting and marketing my creative work.</p>	<p>Invent and develop sophisticated tutorial or tutorial videos, that are well structured and that utilise different techniques found in this industry.</p> <p>Analyse their own and other's work – considering intent, purpose and audience.</p> <p>Evaluate the effectiveness of their product, commenting on how to improve and what makes it successful.</p> <p>Apply technical control into the piano performance, including use of the sustain pedal or other instrumental/vocal techniques.</p>
Advancing	<p>I can explore and experiment with my own and others' creative ideas, demonstrating increasingly complex technical control, innovation, independent thinking and originality to develop my work with confidence, being able to explain my reasons behind choices made and evaluate their effectiveness on my creative work.</p> <p>I can effectively evaluate my own creative work and that of others showing increasing confidence to recognise and articulate strengths, and to demonstrate resilience and determination to improve.</p> <p>I can use my experimentation and investigation to manipulate creative work with purpose and intent when communicating my ideas.</p> <p>I can perform, produce, design, exhibit and share my creative work showing an awareness of artistic intent and of the audience.</p>	<p>Use oracy to break down the steps involved to perform 7 years old, as a multimedia tutorial – conveying confidence and intent for the audience.</p> <p>Build a media project by implementing video editing techniques using video software – demonstrating originality and technical control.</p> <p>Fully perform 7 years old on the piano, including silver and gold level performances.</p>
Securing	<p>I can explore and experiment independently and demonstrate technical control with a range of creative materials, processes, resources, tools and technologies showing innovation and resilience.</p> <p>I can give and consider constructive feedback about my own creative work and that of others, reflecting on it and making improvements where necessary.</p> <p>I can combine my knowledge, experience and understanding to plan and communicate my creative work for a range of different audiences, purposes and outcomes.</p> <p>I can draw upon my familiarity with a range of discipline-specific techniques in my creative work.</p> <p>I can perform, produce, design, exhibit and share my creative work in formal and non-formal contexts, considering the impact of my creative work on the audience.</p>	<p>Demonstrate security through a confident performance of 7 years old.</p> <p>Implement recording and video technology to Create a tutorial.</p> <p>Use different camera angles and basic recording techniques within their work.</p> <p>Break down relevant targets and feedback for their own and others' work.</p>
Beginning	<p>I can explore and experiment with and then select appropriate creative techniques, practices, materials, processes, resources, tools and technologies.</p> <p>I can give and accept feedback as both artist and audience.</p> <p>I am beginning to apply techniques in my creative work with guidance and direction.</p> <p>I can perform, produce, design, exhibit and share my creative work in a variety of ways for different audiences, inspired by a range of stimuli and experiences.</p>	<p>Identify where a flat note is on the piano/sheet music (Bb).</p> <p>Describe what makes a successful performance.</p> <p>Describe what makes a successful video tutorial.</p> <p>Identify areas in which they or their peers can improve their performance.</p> <p>Beginning to demonstrate a performance of 7 years old.</p> <p>Beginning to implement their ideas and technology in order to create a tutorial video.</p>



Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
<p>Learning experiences: Learners will learn the basics of performing a piece of music, through a variety of instruments. They will engage with sheet music, tempo, key signatures and pitch. They will consolidate their learning by engaging with digital media and produce a completed product.</p> <p>National/international Links: Tutorials are a part of the world's stage on social media and content creation is becoming a huge, viable industry for individuals to explore and make a living on. The song being studied is from a Danish Pop band and the song has had over 1 billion views on YouTube.</p>	<p>Cross curricular links: Learners will make use of recording (audio/visual), as well as video editing software.</p> <p>DCF: Creating digital content: manipulating audio and video. "I can create, edit and organise multimedia components (text, images, sound, animation and video) in selected software"</p> <p>Evaluating and improving digital content. "I can explain reasons for the layout and content of my own work and the work of others."</p>

Assessment (How will we know that students have learnt what we taught them)	
<p>Formative assessment: Demonstration of performance progress. Identification of flat (Bb) keys. Demonstration of left and right-hand piano parts. Demonstration of breath and tone when singing. Demonstration of 3-piece drum beat. Produced recording of audio and video. Manipulation of video editing software.</p>	<p>Summative assessment: Baseline performing assessment. Finished 7 years old tutorial video.</p>

Evaluation		
Strengths	Areas for Development	Pupil Voice



Big Question

AoLE: EXPRESSIVE ARTS	Subject: MUSIC/MEDIA	Year: 7
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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum
What makes music work for a mobile game?	Learners will create a suite of sounds for the mobile phone game - <i>Granny</i> . In this project learners will look at the world of work, the role of the composer and the foley artist. Learners will compose and record sounds, music and sound effects to produce the moods of spooky, tense, horror and mystery. They will look at audience and purpose and they will produce a completed media project, consisting of all of, or some of the elements above. Learners will use microphones, mobile phones and digital editing software to combine disciplines of music and media.

What does progression look like in this 'Big Question'

Progression Indicator	Description of learning (What matters statements)	Student evidence of progression (Blooms) / Knowledge
Excelling	<p>I can effectively evaluate my own creative work and that of others showing increasing confidence to recognise and articulate strengths, and to demonstrate resilience and determination to improve.</p> <p>I can evaluate the effectiveness of a wide range of artistic techniques in producing meaning.</p> <p>I can use my experimentation and investigation to manipulate creative work with purpose and intent when communicating my ideas.</p> <p>I can apply specialised technical skills in my creative work.</p>	<p>Create and compose purposeful and contrasting musical ideas to convey differing moods for the video game.</p> <p>Evaluate the final product, looking at particular and specialist recording and editing techniques used in the industry and applying those purposefully to the final product.</p>
Advancing	<p>I can explore and experiment independently and demonstrate technical control with a range of creative materials, processes, resources, tools and technologies showing innovation and resilience.</p> <p>I can explore and describe how artists and creative work communicate mood, feelings and ideas and the impact they have on an audience.</p> <p>I can apply knowledge and understanding of context, and make connections between my own creative work and creative work by other people and from other places and times.</p> <p>I can reflect upon how artists have achieved effects or communicated moods, emotions and ideas in their work.</p> <p>I can combine my knowledge, experience and understanding to plan and communicate my creative work for a range of different audiences, purposes and outcomes.</p> <p>I can draw upon my design knowledge and make connections with greater independence to modify and develop my creative designs.</p>	<p>Reflect on the purpose, function and intended audience of each part of the video game - comparing musical techniques, ideas and mood to that of the original product.</p> <p>Create and Compose and arrange short, varied musical ideas that create tension and other relevant moods.</p> <p>Record and Edit appropriate foley sounds to accompany a horror soundtrack.</p> <p>Build a completed project with a variety of musical ideas, recorded foley and video/audio editing techniques.</p>
Securing	<p>I can explore and experiment with and then select appropriate creative techniques, practices, materials, processes, resources, tools and technologies.</p> <p>I can explore how and why creative work is made by asking questions and developing my own answers.</p> <p>I can consider, with guidance, how moods, emotions and ideas are communicated both in my own creative work and in the creative work of others.</p> <p>I can communicate ideas, feelings and memories for an audience and for purposes and outcomes in my creative</p>	<p>Describe what tension is in music, how it is used and what emotions go with it.</p> <p>Describe the purpose of music in video games, including the purpose and function of menu and in-game music.</p> <p>Create and Compose small musical ideas that create tension.</p> <p>Select and Record appropriate foley sounds to accompany a horror soundtrack.</p>



	<p>work.</p> <p>I am beginning to apply techniques in my creative work with guidance and direction.</p>	
Beginning	<p>I can explore and experiment with a variety of creative techniques, materials, processes, resources, tools and technologies.</p> <p>I can ask questions to discover how creative work is made.</p> <p>I am beginning to compare my own creative work to the creative work of others.</p> <p>I am beginning to talk about my moods and emotions and use these to impact upon my creative work.</p> <p>I can communicate my ideas, feelings and memories in my creative work.</p> <p>I am beginning to design my own creative work.</p>	<p>Describe what tension is in music, how it is used and what emotions go with it..</p> <p>Describe the purpose of music in video games, including the purpose and function of menu and in-game music.</p> <p>Create and Compose small musical ideas that create tension.</p> <p>Select appropriate foley sounds to accompany a horror soundtrack.</p>

Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
<p>Learning experiences: Learners will have the opportunity to take part in what is essentially entry-level industry work. There are a multitude of opportunities for composition, editing and sound design within the growing mobile-phone game industry, which is worth over \$200 Billion as of writing this. This fits perfectly with the enterprising pillar.</p> <p>National/international Links: As stated, the mobile-game industry is worth billions. Job opportunities can be found all over the world, with mobile app devs in each country. The game being studied is made by a Swedish developer.</p>	<p>Cross curricular links: Learners will make use of recording (audio/visual), as well as video editing software.</p> <p>DCF: Creating digital content: manipulating audio and video. "I can create, edit and organise multimedia components (text, images, sound, animation and video) in selected software" "I can select and use a variety of appropriate software, tools and techniques to create, modify and combine multimedia components for a range of audiences and purposes"</p> <p>Evaluating and improving digital content. "I can explain reasons for the layout and content of my own work and the work of others." "I can justify the reasons for choices and explain the advantages and disadvantages of the different digital outputs I create."</p> <p>Sourcing media (sound effect files) "I can develop strategies for finding specific information/media using different techniques and keywords." "I can adjust keywords and search techniques to find relevant information."</p>

Assessment (How will we know that students have learnt what we taught them)	
<p>Formative assessment: Understanding, articulation and demonstration of mood and emotion - through oracy and musical ideas. Creativity of musical ideas and techniques. Answers to questioning from musical examples and performances. Progress in composition, recording and digital products.</p>	<p>Summative assessment: Completed composition. Completed multimedia project.</p>

Evaluation		
Strengths	Areas for Development	Pupil Voice



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Big Question

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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum
What is your final showcase?	Learners will practise and perform a variety of musical pieces, before presenting them back as completed products. Here they will have the opportunity to operate as a musician in the industry and as a reflective practitioner. Learners will engage with a variety of differentiated musical pieces, with the freedom to study a desired musical genre or pathway. Learners will have to complete a reflective diary which will use literacy skills to compare and articulate the progress that they have made.

What does progression look like in this 'Big Question'

Progression Indicator	Description of learning (What matters statements)	Student evidence of progression (Blooms) / Knowledge
Excelling	<p>I can effectively evaluate my own creative work and that of others showing increasing confidence to recognise and articulate strengths, and to demonstrate resilience and determination to improve.</p> <p>I can perform, produce, design, exhibit and share my creative work showing an awareness of artistic intent and of the audience.</p> <p>I can draw upon my experiences and knowledge to inform and develop strategies to overcome creative challenges with imagination and resilience.</p>	<p>Perform a completed Gold level piece of music. Justify how you and another performer can improve a performance and Develop an action plan to do so. Formulate and Implement targets in order to improve your practice. Analyse, Criticise and conclude how progress has been made by comparing yourself now to previously.</p>
Advancing	<p>I can give and consider constructive feedback about my own creative work and that of others, reflecting on it and making improvements where necessary.</p> <p>I can perform, produce, design, exhibit and share my creative work in formal and non-formal contexts, considering the impact of my creative work on the audience.</p> <p>I can identify and respond creatively to challenges with resilience and flexibility.</p>	<p>Perform a completed Silver level piece of music. Justify how you and another performer can improve a performance. Implement targets in order to improve your practice. Analyse and Criticise how progress has been made by comparing yourself now to previously.</p>
Securing	<p>I can give and accept feedback as both artist and audience.</p> <p>I can compare my own creative work to creative work by other people and from other places and times.</p> <p>I can perform, produce, design, exhibit and share my creative work in a variety of ways for different audiences, inspired by a range of stimuli and experiences.</p> <p>I am beginning to demonstrate resilience and flexibility in approaching creative challenges.</p>	<p>Perform a completed Bronze level piece of music. Explain, describe and demonstrate how you and another performer can improve a performance. Show an area in which you can improve your practice. Summarise what progress has been made by comparing yourself now to previously.</p>



Beginning	<p>I can listen to and respond to views about my own creative work and that of others.</p> <p>I am beginning to compare my own creative work to the creative work of others.</p> <p>I can share my creative work.</p>	<p>Copy and Perform a song from labels on my instrument.</p> <p>Explain and Describe how you or another performer can improve their performance.</p> <p>Identify an area of improvement within your practice.</p> <p>Describe how you have made progress.</p>
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Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
<p>Learning experiences: Learners will have the opportunity to perform on a variety of instruments, or with their voices. They will build resilience to challenge and also when it comes to performing for their peers. Learners' confidence and comfort will be challenged in the process.</p> <p>National/international Links: Learners will have the opportunity to perform all kinds of music from many parts of the country or the wider world. Whether it's Britpop pieces from bands such as Oasis, or music from the West Coast of the USA. Learners may also opt to learn pieces of music from different places and times, such as the world of classical music.</p>	<p>Cross curricular links:</p> <p>Literacy</p> <p>"I can use varied, appropriate and precise vocabulary including "EXPRESSIVE ARTS" specific words for different purposes."</p> <p>Learners will use connectives and musical key terms to reflect on and compare their ability now to previously. Learners will therefore comment on progress in the form of a literacy task.</p>

Assessment (How will we know that students have learnt what we taught them)	
<p>Formative assessment: Instrumental or vocal progress lesson to lesson - technique, form, precision, timing, rhythm, articulation, accenting, posture, breathing, diction. Responses to questioning, feedback and the success criterion of their instrument/voice. Peer assessment and target setting.</p>	<p>Summative assessment: Final performance showcase (live/video recorded product).</p>

Evaluation		
Strengths	Areas for Development	Pupil Voice

