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## **Scheme of Work – Year 7: Elements of Music & Cartoon Music**

**Duration:** 6 weeks – 1 lesson per week

### **Topic Aims:**

- Explore and apply the elements of music: Pitch, Dynamics, Tempo, Rhythm, Timbre
- Use staff notation to create, perform and evaluate music
- Understand how music represents characters and actions in cartoons
- Develop composition skills and perform own work

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## **Week 1 – Introduction to Pitch & Rhythm**

### **Learning Objectives:**

- Understand and define *Pitch* and *Rhythm*
- Read notes in the treble clef
- Recognise note values and rests
- Create rhythms using a set time signature

### **Key Vocabulary:**

Pitch, Rhythm, Treble Clef, Staff/Stave, Line, Space, Note Values (Semibreve, Minim, Crotchet, Quaver, Semiquaver), Rest, Bar, Beat, Ascending, Descending, Time Signature (4/4, 3/8)

### **Starter:**

- Listen to short music clips – identify whether pitch is rising, falling, or staying the same
- Quick-fire note value quiz

### **Main Activities:**

1. Treble clef drawing and note labelling
2. “Notes & Rests” matching activity
3. Musical maths from booklet (adding durations)
4. Create 3 original rhythms in 4/4, using at least one rest

### **Plenary:**

- Share and clap back rhythms in groups

### **Assessment:**

- Observation during notation tasks
- Accuracy of rhythms created

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## **Week 2 – Tempo, Dynamics & Music in Cartoons**

### **Learning Objectives:**

- Understand *Tempo* and *Dynamics*
- Recognise musical cues in cartoons
- Plan a cartoon composition using action and timing

**Key Vocabulary:**

Tempo, Dynamics, Fast, Slow, Loud, Quiet, Crescendo, Diminuendo, Allegro, Andante, Piano (p), Forte (f), Moderato

**Starter:**

- “Tempo walk” game – adjust walking speed to music
- Body percussion dynamics demonstration

**Main Activities:**

1. Watch “Tom & Jerry” clip – order events based on music
2. Identify changes in tempo/dynamics and their effects
3. Begin “Roadrunner” composition planning sheet

**Plenary:**

- Share one planned musical section with the class

**Assessment:**

- Completion of planning sheet with correct vocabulary
  - Teacher questioning for understanding of tempo/dynamics
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**Week 3 – Timbre & Aladdin Listening****Learning Objectives:**

- Understand *Timbre*
- Identify instrumentation in film music
- Apply timbre to represent character/action in compositions

**Key Vocabulary:**

Timbre, Instrument Families (Strings, Woodwind, Brass, Percussion, Voice), Tone Colour, Bright, Dark, Warm, Harsh

**Starter:**

- “Guess the instrument” listening quiz

**Main Activities:**

1. Watch “Aladdin” clip – complete listening questions from booklet
2. Discuss timbre and how it links to visuals
3. Choose timbres for each section of “Roadrunner” composition
4. Begin rehearsing first section with chosen timbres

**Plenary:**

- Share one timbre choice and justify why it fits

**Assessment:**

- Listening worksheet completion
  - Observation of timbre application in compositions
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**Week 4 – Notating & Refining Composition Ideas****Learning Objectives:**

- Accurately notate at least one section of the “Roadrunner” composition
- Apply the five elements of music in composition

- Use self-assessment to identify improvements

**Key Vocabulary:**

Notation, Stave, Bar Line, Ledger Line, Sharp, Flat, Natural, Dynamics Markings, Tempo Markings

**Starter:**

- Notation relay – write rhythms/pitches to match teacher’s prompts

**Main Activities:**

1. Notate section of composition on manuscript paper
2. Rehearse section with group
3. Complete self-assessment (“What Worked Well / Even Better If”)

**Plenary:**

- Share one target for improvement

**Assessment:**

- Accuracy of notation
- Relevant and specific self-assessment comments

**Week 5 – Improving Compositions**

**Learning Objectives:**

- Apply feedback to refine compositions
- Perform composition in time with cartoon sequence

**Key Vocabulary:**

Performance, Synchronisation, Accent, Staccato, Legato, Articulation, Crescendo, Diminuendo

**Starter:**

- Watch “Roadrunner” clip again – mark key timing cues

**Main Activities:**

1. Focus on refining weakest section from self-assessment
2. Experiment with changing dynamics/tempo for dramatic effect
3. Rehearse full composition in sync with video

**Plenary:**

- Peer review with two stars and a wish

**Assessment:**

- Teacher observation of improvements made
- Peer review quality

**Week 6 – Performance & Evaluation**

**Learning Objectives:**

- Perform composition accurately in time with video
- Evaluate own and others’ work using correct terminology

**Key Vocabulary:**

Evaluation, Critique, Creativity, Musical Elements, Expression, Accuracy, Ensemble

**Starter:**

- Vocabulary recap quiz on the five elements of music

**Main Activities:**

1. Perform “Roadrunner” composition with video (recorded if possible)
2. Complete final self-assessment: 3 positives, 2 improvements
3. Class discussion on how music enhanced the action

**Plenary:**

- Vote for most effective use of music to describe action

**Assessment:**

- Performance accuracy and creativity
- Use of vocabulary in evaluations