

Year 7 Music Learning Programme 5

<p>The LORIC skill focus for this LP is: COMMUNICATION. The Moral Values foci for this LP are: COURAGE and HUMILITY.</p> <p>Courage - Acting with bravery and overcoming fears. I will show courage by answering a question in class even when I'm not 100% sure of the answer. Humility - Having a modest view of oneself. I will show humility by admitting mistakes and asking for help when needed.</p> <p>What will I be learning about in this Learning Programme? This learning programme, Year 7 will be learning about Musicals. You will learn about how musicals grew from opera to the more recognisable musical theatre that we enjoy today. You will learn about the different types of musical and songs that appear in them and learn to play/sing a piece of music from a musical as a class and in small groups.</p> <p>Where have I seen this learning before? This topic links to the topic of programme music as musicals are written with a specific story or stimuli in mind, just like more traditional programme music. You may also use some of your knowledge from your drama lessons in Music during LP5, as there will be some key vocabulary and concepts that you will explore again here.</p> <p>What could I use it for? Musical theatre can link to many different types of music that you will study throughout KS3, and links to later study opportunities in GCSE Music. Many people also enjoy musical theatre as a hobby and this can be an opportunity to learn more about something you enjoy if you go to the theatre or enjoy watching musicals.</p>	<p>Literacy Non-Negotiables:</p> <ul style="list-style-type: none"> • Capital letters must be used at the start of sentences and for the first letter of proper nouns • Full stops must be used at the end of a sentence • Question marks must be used at the end of a question • Apostrophes should only be used for possession or omission • Days of the week and months must be spelled correctly • Key words must be spelled correctly • Vocabulary to be taught using the Frayer model
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In LP5.1, I will know:	11/05/26 - (WK 1)	Frayer Model Words	Homework
what is meant by musical theatre and how to use the musical elements to describe music for the stage.		Musical	
IGNITION ACTIVITY - Watching excerpts from a musical.			
In LP5.2, I will know:	18/05/26 - (WK 2)	Frayer Model Words	Homework
how music can be used to create and portray a character in musical theatre.		Lyrics	Find out about the history of musical theatre and how it developed from Opera.
LP5 RLW, I will:	01/06/26 - (WK 1)	Frayer Model Words	Homework
review my learning, recalling and applying key knowledge, and focus on closing any gaps in my knowledge.		Rhythm	Revision strategy activity - finishing classwork
In LP5.3, I will know:	08/06/26 - (WK 2)	Frayer Model Words	Homework
how rhythm and tempo can be used to affect energy and movement in musical theatre.		Libretto	Revision questions in preparation for the assessment next lesson.
Extended Task.			
In LP5.4, I will know:	15/06/26 - (WK 1)	Frayer Model Words	Homework
what I have learnt during Year 7 to complete an end of year assessment.		N/A	
PRT - Responding to feedback			
In LP5.5, I will know:	22/06/26 - (WK 2)	Frayer Model Words	Homework
the main elements of a musical theatre song and how texture and structure are used.		Chorus	Complete the music theory worksheet in your homework booklet
In LP5.6, I will know:	29/06/26 - (WK 1)	Frayer Model Words	Homework
how to perform confidently as a group.		Context	
Extended Task.			
In LP5.7, I will know:	06/07/26 - (WK 2)	Frayer Model Words	Homework
how to evaluate my work effectively using musical vocabulary.		N/A	Complete the musical elements task in your homework booklet
PRT - Responding to the assessment			
Resources to support learning:			
Synergy resources, booklet, knowledge organiser			
FFET Award Challenge for this Learning Programme:			
Design an idea for a new musical based on your favourite book or film - what would it be about, what are the characters like and what kind of songs would there be in your show?			

PRT Task 1

PRT Task 2