

Music Curriculum: Year 7

Year 7		HT1	HT2	HT3	HT4	HT5	HT6
Music	Topic	Elements of Music Graphic scores, Fright Night story, Planet composition.		Notation and Rhythm Keyboard skills, Samba drumming.		Ensemble Skills The Beatles – <i>Let It Be</i>	
	Why this and why now?	The elements of music are fundamental for music making/composing, performing, analysing and understanding. They are the building blocks of all music.		After familiarising themselves with the keyboards and creating music, students are now more disciplined and able to begin to learn an instrument properly. Looking at how to play the keyboard with both hands and read music notation. Applying skills to different instruments to improve understanding.		Students put together knowledge learned so far on notation and group work to produce a cover of a song. After being on the keyboards for a large proportion of the year this scheme of learning also enables students to develop skills on ukulele, guitar and vocals, which also helps prepare for Yr8/9 work.	
	What is the essential knowledge that needs to be remembered?	The elements of music (pitch, dynamics, timbre, duration, tempo, texture). Being able to describe them when listening to music/assessing self/peer work as well as using them to compose/create music. As well as knowing what a graphic score is as a form of notation.		Read basic music notation Keyboard skills such as using a range of fingers, playing two handed and performing to a steady beat. Samba drumming skills such as keeping rhythm, playing independent parts as a group and ABA structure with call and response.		Group work skills, how to perform as an ensemble – working at a suitable tempo for all to be successful and considering dynamics of parts so all are heard. Understanding notation of keyboard music as well as guitar and ukulele TAB.	
	What is the assessment intent and how will you assess?	To be able to compose music which manipulates the elements of music to accompany a story and to describe an image. The work will be assessed throughout the lessons using a log with feedback and a formal assessment when students perform to each other as well as a listening test on the elements of music.		To be able to read and perform music on the keyboard using standard notation. Assessed with performances based on a success criteria of key skills and a listening test on the elements. To be able to perform accurate rhythms on percussion working as a group showing understanding of structure and notation. Assessed with performances based on a success criteria of key skills and a listening test on the elements.		To be able to work successfully as a group developing instrumental/practical skills To be able to read and perform music on a range of instruments. Assessed in a group performance based on a success criteria of key skills, as well as a listening test on the elements.	
	What should the end point look like?	Two creative compositions, one for a story and one for an image which have successfully used a range of elements of music.		A fluent keyboard performance using a range of fingers to play a melody extended with performing chords with the left hand reading standard music notation. A fluent group samba performance showing an understanding of structure, notation, rhythm and pulse.		A fluent group performance of Let It Be by a group of students playing on a range of instruments reading different types of notation.	
	How does it cover the NC	<p>“understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations”</p> <p>“to create and compose music on their own and with others”</p> <p>“play and perform confidently”</p> <p>“improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions”</p>		<p>“perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians”</p> <p>“to create and compose music on their own and with others”</p> <p>“have the opportunity to learn a musical instrument”</p> <p>“understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations”</p>		<p>“perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians”</p> <p>“learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument”</p> <p>“play and perform confidently”</p> <p>“understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.”</p>	