

Year 7 Music Curriculum

| Year 7 | | HT1 | HT2 | HT3 | HT4 | HT5 | HT6 |
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| Performing Arts | Topic | Performance Skills Musicals | Sequencing Skills Planets | Performance Skills Samba Drumming | Composition Skills Fright Night | Ensemble Skills: 20th Century Music | Ensemble Skills: 21st Century Music |
| | Why this and why now? | This unit will allow students to develop their performance skills. This is imperative for students to gain confidence early on in their musical education. Students will learn to sing and play different iconic songs from famous musicals on the keyboards. Focussing on playing the keyboard with both hands and reading sheet music. Students will also continue singing which they have previously done in Primary school. | This unit will introduce students to using technology in music. Students will learn how to input notes using correct durations and pitch. Students will develop their reading skills as they will be inputting music which will be on musical staves in their booklets. | Students will learn about traditional Samba drumming and about the culture around Mardi Gras. Students will apply skills learned and develop their understanding of different rhythms on the drums. Students will also develop their ensemble skills during this unit. | Students will use the skills learned from the sequencing unit in HT2 to compose their own piece of music to fit a 'scary story.' Students will listen to and analyse different 'spooky' sounding pieces of music and take inspiration to compose their own piece. | Students put together knowledge and skills learned so far on notation and group work to produce covers of songs from the 20 th Century. Students will be able to develop their skills on ukuleles, guitars, and vocals. | Students put together knowledge and skills learned so far on notation and group work to produce covers of songs from the 20 th Century. Students will be able to develop their skills on ukuleles, guitars, and vocals. |
| | What is the essential knowledge that needs to be remembered? | <ul style="list-style-type: none"> • Read basic notation • Playing keyboards with both hands • Performing in time with a steady beat • Structure • Performing different rhythms • Playing in time with a steady beat | <ul style="list-style-type: none"> • How to input a note on Ableton • How to change pitch • How to change instrument • How to navigate Ableton • How to read treble clef | <ul style="list-style-type: none"> • Playing in time with other musicians • Keeping rhythms • Listening skills • Playing as part of a group • Playing to an ABA structure • Call and response | <ul style="list-style-type: none"> • Composing on a DAW • Trill • Ostinatos • Pedal • Cluster chord • Rhythm • Tempo • Structure • Dynamics • Timbre • Texture • Pitch • Duration | <ul style="list-style-type: none"> • Playing as part of an ensemble • Playing in time with other musicians • Creating a balance between instruments • Reading notation, chord boxes and TAB | <ul style="list-style-type: none"> • Playing as part of an ensemble • Playing in time with other musicians • Creating a balance between instruments • Reading notation, chord boxes and TAB |

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| | <p>historical periods, genres, styles and traditions, including the works of the great composers and musicians”</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>“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, use technology appropriately and have the opportunity to progress to the next level of musical excellence.”</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>“Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions”</p> <p>“Identify and use the inter-related dimensions of music expressively and</p> | <p>historical periods, genres, styles and traditions, including the works of the great composers and musicians”</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>“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, use technology appropriately and have the opportunity to progress to the next level of musical excellence.”</p> <p>“Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression”</p> <p>“Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions”</p> <p>“Identify and use the inter-related dimensions</p> | <p>historical periods, genres, styles and traditions, including the works of the great composers and musicians”</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>“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, use technology appropriately and have the opportunity to progress to the next level of musical excellence.”</p> <p>“Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression”</p> <p>“Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions”</p> <p>“Identify and use the inter-related dimensions</p> | <p>historical periods, genres, styles and traditions, including the works of the great composers and musicians”</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>“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, use technology appropriately and have the opportunity to progress to the next level of musical excellence.”</p> <p>“Improvise and compose; 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