



Learning Aims and Curriculum Intent:

The Year 7 curriculum aims to provide students with a strong base level of skills and knowledge, allowing them to access a wide variety of musical stimuli as they go through the school. Students will learn to: Perform and compose with control of the Elements of Music (Melody, Articulation, Dynamics, Texture, Structure, Melody, Instruments, Time/Tempo, Harmony); use basic rhythms and melodies in the treble clef; play basic chords on the keyboard and ukelele; appraise Music using technical terminology which is linked to the GCSE and A Level syllabi. As well as providing a secure academic and skills-based grounding, we aim to foster a love of Music and music-making which will encourage involvement in co-curricular Music.

Term	Content, Key Questions and Knowledge	Skills	Assessment
Michaelmas	<p>Singing: To perform with control and expression using the elements of music</p> <p>Students will learn:</p> <ul style="list-style-type: none"> Note durations Beats in a bar (pulse, strong and weak beats) and 2/4, 3/4, 4/4 time Notes of the treble clef Mono/Homo/Polyphonic textures Pp-ff, lento-presto, staccato/legato Musical elements using MAD T SHIRT <p>The Orchestra: To develop score-reading skills as part of an orchestral ensemble.</p> <p>Students will perform excerpts of orchestral music as a group, exploring the roles of a variety of instruments in the orchestra (timbres)</p> <p>Melodic (Do – Sol) and rhythmic dictation (Regular and on-beat)</p>	<p>Singing</p> <ul style="list-style-type: none"> Students will sing in unison, 2 and 3-part textures. Rhythmic dictation (Regular and on-beat) – covering durations from semiquaver to minim Students will explore the Elements of Music (Melody, Articulation, Dynamics, Texture, Structure, Harmony, Instruments, Rhythm, Time/Tempo), learning appropriate technical vocabulary for each. <p>The Orchestra</p> <ul style="list-style-type: none"> As above, also following a conductor and counting time 	<p>Singing</p> <ul style="list-style-type: none"> PERFORMING: Technical Control and Expression Singing with accuracy of pitch and rhythm, demonstrating appropriate dynamics, tempo and articulation <p>TASK: THREE SPIRITUALS vocal arrangement</p> <p>LISTENING: Appraising music with correct vocabulary</p> <p>The Orchestra</p> <ul style="list-style-type: none"> PERFORMING: Technical Control and Expression As part of a group students will be assessed on score-reading skills and instrumental skills <p>TASK: IN THE HALL OF THE MOUNTAIN KING orchestral arrangement</p> <p>LISTENING: Appraising music with correct vocabulary</p>
Lent	<p>Popular Music:</p> <ul style="list-style-type: none"> Keyboard and ukelele skills Note durations Beats in a bar (pulse, strong and weak beats) and 2/4, 3/4, 4/4 time Pitch, intervals and degrees of the scale using Solfege – and relating them to chords I IV V & vi Simple chords and sheet reading using Ukuleles and keyboards Major & minor chords by ear Verse/chorus structures Pp-ff, mel + accomp textures Leadership skills, solo and ensemble rehearsals <p>African Music:</p> <ul style="list-style-type: none"> Beats in a bar (pulse, strong and weak beats) and 2/4, 3/4, 4/4 time Ostinato, call and response and polyrhythm, syncopation, master drummer Musical elements using MAD T SHIRT Drumming techniques: slap, bass, tone – alternate hands Learning through Oral Tradition ABA structure Non-Western instruments (timbres) Composing without melody Leadership skills, solo and ensemble rehearsals 	<p>Popular Music</p> <ul style="list-style-type: none"> Students will develop skills in singing and playing in a pop style, with a focus on harmony (chords), structure and melody Melodic (Do – Sol) and rhythmic dictation (Regular, on-beat and rests) <p>African Music</p> <ul style="list-style-type: none"> Students will develop skills in singing and playing music from Africa, with a focus on rhythm, structure and timbre Melodic (Do – Sol) and rhythmic dictation (Regular, on-beat and rests) 	<p>Popular Music</p> <ul style="list-style-type: none"> PERFORMING: Technical Control and Expression As part of a group students will be assessed on instrumental skills (accuracy and expression and interpretation) <p>TASK: 3/4-CHORD MASHUP ARRANGEMENT – selection from 5/6 songs</p> <p>LISTENING: Appraising music with correct vocabulary</p> <p>African Music</p> <ul style="list-style-type: none"> COMPOSING: Technical Control and Developing musical ideas As part of a group students will be assessed on compositional skills by performing an original ABA composition <p>TASK: ABA COMPOSITION using African instruments</p>

Trinity	<p><u>Revision for End of Year Exams</u></p> <p>To recap on previous units of work in preparation for end of year assessment.</p>	<p>Performance skills: building on the performance tasks above. Opportunity for less experience students to revisit the group performance tasks from earlier in the year.</p>	<p>End of Year Exam</p> <p><u>Class Concert</u> TASK: Perform on their instrument, a capella, or present on a musical topic of their choice to the class.</p> <p><u>LISTENING:</u> Appraising music with correct vocabulary</p>
	<p><u>Class Concert</u></p> <p>Students will perform on their instrument, including revisiting the pop music unit, or present on a musical topic of their choice.</p>		

What consolidation looks like in this subject	<p>Students are often asked to complete short listening exercises putting into practice technical vocabulary learned in class. This will often require them to re-frame their knowledge in the context of an unfamiliar piece of Music. Other HW tasks are more open-ended, requiring them to rehearse for a class performance, for example.</p>	
Key terminology	<p>Elements of Music (Melody, Articulation, Dynamics, Texture, Structure, Harmony, Instruments, Rhythm, Time/Tempo). There are many other technical terms covered but all fall under one of these Elements.</p>	
Super-curricular enrichment and scholarly extension	<ul style="list-style-type: none"> • Read: The Ultimate Guide to Music The Ultimate Guide to Music: A fascinating introduction to music and the instruments of the orchestra: 1 : Fullman, Joe: Amazon.co.uk: Books • Watch: The BBC Proms on iPlayer • Listen: To anything and everything! • Visit: Central London concert venues; Forest performances 	
Useful websites	<p>Spotify and YouTube playlists; BBC Bitesize; online notation and DAW software</p>	
Who can I contact?	Head of Department	Sam Jackson
	Teachers	Luis Pares, Paul Axford, Nick Marie, Sophie Taylor-Denton, Liam Gray