



### Curriculum Plans – Year 7 – Music

Please find below a detailed outline of the curriculum covered in Music in Year 7. Some topics covered my last longer than one block. This is to enable students to fully immerse themselves in the style of the music, gain a deeper understanding of the genre and to fully embed skills.

BLOCK	1&2	2&3	3&4	4&5	5&6	6&7
Dates	August - September (5 weeks)	October (4 weeks)	November - December (6 weeks)	January - February (5 weeks)	February - March (6 weeks)	April - June (11 weeks)
Topics	<p><b>Building Bricks.</b></p> <p>Students learn about Pitch, Dynamics, Duration, Tempo, Texture, Timbre or Sonority, Articulation and Silence and are introduced to Graphic Notation and Graphic Scores. This unit will develop students' understanding of the Elements of Music and provide students with a foundation of musical vocabulary for use at Key Stage 3 which can be developed for GCSE Music.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Understand and recognise the Elements of Music: PITCH, TEMPO, DYNAMICS, DURATION, TEXTURE,</li> </ul>	<p><b>Keyboard Skills.</b></p> <p>Students learn about keyboard instruments such as the Harpsichord, Celesta, Accordion, Organ, Clavichord, Piano (upright and grand) and Synthesisers before establishing the importance of correct playing position and posture and the importance of keyboard warm-ups.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Understand how the classroom keyboard is used and played</li> <li>• Practising pieces of keyboard music to build skills and understanding of reading music and playing an instrument using correct posture,</li> </ul>	<p><b>I've Got Rhythm.</b></p> <p>Students are introduced or reintroduced to the concept of pulse through a variety of experiences which include pulse games and other rhythmic activities, the creation of patterns, including ostinato, and repetitive rhythmic textures – cyclic and polyrhythms, listening activities and the composition and performance of class and group rhythm pieces.</p> <p>When performing in groups, students will be reminded of the block theme, <b>Better together</b>, and how groups performances need everybody to</p>	<p><b>Form &amp; Structure.</b></p> <p>Through performing, composing, improvising and listening and appraising, students then explore four different musical structures: Question and Answer Phrases, Binary Form, Ternary Form and Rondo Form.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Understand what Form and Structure is in music.</li> <li>• Understand what Question and Answer, Binary, Ternary and Rondo Forms are in music.</li> <li>• Recognise the differences between music based on different Forms and Structures.</li> <li>• Know how to label or identify different sections within a complete piece</li> </ul>	<p><b>Sonority City.</b></p> <p>Students learn about the construction, sound production and timbres/sonorities of different orchestral instruments, the layout, grouping and the instruments which belong to each section of a modern symphony orchestra. Key to this unit is students' understanding of the terms: <b>TIMBRE AND SONORITY</b> with a general introduction to the orchestra followed by exploring one orchestral section or family per lesson.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Learn about the layout and structure of the symphony orchestra.</li> <li>• Develop an understanding of musical instruments</li> </ul>	<p><b>Folk Music.</b></p> <p>During this unit, pupils will develop their knowledge and understanding of Folk Music as a "traditional" musical genre, explore the musical instruments, timbres and sonorities commonly associated with Folk Music performance, the texture and basic form and structure of Folk Songs and further their knowledge of performing Chords in different Accompaniment patterns on either keyboard/piano, guitar or ukulele.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Use different forms of Musical Accompaniment to accompany traditional Folk Songs in</li> </ul>



	<p>TIMBRE or SONORITY, ARTICULATION, SILENCE.</p> <ul style="list-style-type: none"> <li>• Draw on the Elements of Music as a resource when composing, creating and improvising and use the Elements of Music effectively when performing and singing.</li> <li>• Recognise the Elements of Music when listening to and appraising music from different times and different places.</li> </ul>	<p>fingering and accuracy of pitch and rhythm</p> <ul style="list-style-type: none"> <li>• Understand the importance of “warming-up” before playing a keyboard or piano and the concept of piano fingering (1-5)</li> <li>• Explore different keyboard instruments from different times and Places. This links to a future block theme, <b>The working world</b>. Students will explore how the keyboard had been reinvented and the innovation behind it and how it has developed over time.</li> </ul>	<p>work as a team and be aware of each other.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Understand that pulse is a fundamental upon which music is built and performed.</li> <li>• Develop a feeling for and an awareness of a regular pulse in music from different times and places.</li> <li>• Distinguish between pulse/beat and rhythm.</li> <li>• Develop and understanding of note values in terms of duration, bars and simple time signatures.</li> </ul>	<p>of music.</p> <ul style="list-style-type: none"> <li>• Recognise that music with a recurring or repeated section provides familiarity to the listener.</li> <li>• Recognise why Form and Structure is important in music.</li> </ul>	<p>and how they are played, the families/sections, construction, different sound production methods and characteristic timbres/sonorities.</p> <ul style="list-style-type: none"> <li>• Perform on orchestral instruments (where possible) or use orchestral tones/voices/sounds from keyboards as part of a ‘class orchestra’ with an awareness of the experience of ‘performing together’ as an ensemble and the roles of different instrumental parts and textural layers on the music as a whole. The orchestra and it’s families will be linked to the block theme</li> </ul> <p><b>Opportunities for everyone,</b> and how the orchestra provides opportunities for differing instruments to shine and how this can be linked to the world around us.</p> <ul style="list-style-type: none"> <li>• Learn about the origins and uses of fanfares.</li> </ul>	<p>different ways, showing an awareness of intervals and the Harmony created.</p> <ul style="list-style-type: none"> <li>• Understand the different textural layers and form and structure of Folk Songs.</li> <li>• Know some of the different instruments, timbres and sonorities often used in the performance of Folk Music.</li> <li>• Understand and use the different musical information given on a lead sheet and available musical resources in creating an effective Musical Arrangement of a Folk Song.</li> </ul>
Assessments						



Academic Theme	Planning for Tomorrow	The World around us	Better Together	The Working World	Opportunities for Everyone	Keep it Green, Keep it Clean
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