

Year 7 music curriculum intent statement 2022-2023

Students gain skills and knowledge in 3 areas of music - Performing, Composing and Listening

Performing: We aim for all performances to be

- Fluent
- Accurate
- Confident

Composing: We aim for students to

- Work together collaboratively
- Explore and create musical ideas, using a variety of musical elements
- Compose in a range of style

Listening: We aim for students to

- Recognize the musical elements in any music studied
- Identify key features of musical styles studied
- Use an increasing range of musical vocabulary to accurately describe the music they hear.

Year 7 Units:

Unit 1 – Introduction to Music

Unit 2 – Composing a Christmas Song

Unit 3 – Melody Writing

Unit 4 – Introduction to the Keyboard

Unit 5 - Improvisation and understanding scales used in Indian and Chinese music

Unit 6 – Developing Keyboard Skills (Cool Blues)

Curriculum Unit Overview

Year 7

MUSIC Year 7 Unit 1 – Introduction to Music

What are we learning?	What knowledge, understanding and skills will we gain? ¹	What does mastery look like? ²	How does this build on prior learning? ³	What additional resources are available?
<p>Introduction to Music course to cover:</p> <p>Elements of Music Ukulele The Orchestra</p>	<p>Knowledge: How the elements of music inter-relate. Be able to identify and use these elements through listening. Learn how to play the ukulele. Explore instruments of the orchestra and the role of the conductor</p> <p>Understanding: Understand what the Elements of Music are and recognise these aurally through listening examples. Understand how to play chords on a ukulele. Understand what an Orchestra is and the families and instruments used.</p> <p>Skills: Demonstrate independence; working collaboratively with others. Resilience. Developing listening skills to identify key musical features.</p>	<ul style="list-style-type: none"> • Accurately identifying the Elements of Music in any piece of music • Effective class ukulele performance • Identification of instruments of the Orchestra 	<p>Key stage 2 NC to KS3</p> <p>2.1 – 3.1 Performing confidently</p> <p>2.5 – 3.5 Appreciation and development of listening skills (wide range of styles/composers /musicians and traditions)</p> <p>2.6 – 3.6 History of music understanding</p> <p>2= KS2 National Curriculum 3= KS3 National Curriculum</p>	<p>YouTube for wide range of ukulele resources</p> <p>YouTube examples of individual instruments of the Orchestra; Families of instruments and orchestral pieces</p> <p>Use of dsokids.com to further supplement Orchestra topic</p>

MUSIC Year 7 Unit 2 – Composing a Christmas Song

What are we learning?	What knowledge, understanding and skills will we gain? ⁴	What does mastery look like? ⁵	How does this build on prior learning? ⁶	What additional resources are available?
<p>How to compose a song. Key features:</p> <p>How to structure a song</p> <p>How to create a melody</p> <p>Song techniques: Use of unison; harmony; round; call and response; major scale</p> <p>Using percussion with accuracy</p> <p>Confidence in performing</p>	<p>Knowledge: How a song is structured into different sections – what the sections are called and the characteristics of each section. How to create a simple melody.</p> <p>Understanding: How to sing in tune and in time with a group. How to structure their own song using the different sections. What a strong melody sounds like.</p> <p>Skills: Working collaboratively with others. Resilience; Confidence; Developing performing and composing skills. Use listening skills to apply in practical context.</p>	<ul style="list-style-type: none"> • Clear song structure • Different melody for verse and chorus • Contrasting bridge • Clear introduction and Outro • Effective use of percussion • Demonstrating confidence in performing to the class • Showing leadership skills in group practical • Evaluation of student’s own work using correct musical terminology 	<p>2.1 – 3.1 Performing confidently</p> <p>2.2 – 3.2 Impvise and compose</p> <p>2.3 – 3.4 Development of listening skills to use in practical (tonalities; scales and other devices)</p> <p>2.5 – 3.5 Appreciation and development of listening skills (wide range of styles/composers /musicians and traditions)</p> <p>2= KS2 National Curriculum 3= KS3 National Curriculum</p>	<p>Listening to a range of Christmas songs on YouTube</p> <p>Previous student examples of Christmas songs</p> <p>How to compose a vocal melody video on YouTube and BBC bitesize</p>

MUSIC Year 7 Unit 3 – Melody Writing

What are we learning?	What knowledge, understanding and skills will we gain? ⁷	What does mastery look like? ⁸	How does this build on prior learning? ⁹	What additional resources are available?
<p>How to write a 4-bar melody. Key features include</p> <p>Basic rhythms</p> <p>Treble clef</p> <p>Time signatures</p> <p>Where the notes are placed on the staff</p> <p>Rules for successful melodies</p> <p>Performing melodies</p> <p>Using Sibelius to notate melodies</p> <p>Mozart listening</p>	<p>Knowledge: Note values. Where the notes are placed in treble clef and the rules to write a melody</p> <p>Understanding: How to create a successful melody. Understanding how the notes on the staff link with the notes on the glockenspiel. Understand how to use Sibelius to notate melodies</p> <p>Skills: Working independently; Resilience/Perseverance; Developing performing, composing and listening skills.</p>	<ul style="list-style-type: none"> • Accurate melody written • Able to spot errors in a melody and explaining why • Performing melody accurately (with all correct rhythms) • Demonstrating confidence in performing to the class • Using Sibelius accurately to notate melody • Using wider range of notes to compose 	<p>2.1 – 3.1 Performing confidently</p> <p>2.2 – 3.2 Improvise and compose</p> <p>2.3 – 3.4 Development of listening skills to use in practical (tonalities; scales and other devices)</p> <p>2.4 – 3.3 Staff and other musical notations</p> <p>2.6 – 3.6 History of music understanding</p>	<p>YouTube videos demonstrating notes in the treble clef (and easy way to remember the notes)</p> <p>Department worksheets</p> <p>Rhythm mats for practicing more complex rhythms</p> <p>Sibelius online help guide</p>

MUSIC Year 7 Unit 4 – Introduction to the Keyboard

What are we learning?	What knowledge, understanding and skills will we gain? ¹⁰	What does mastery look like? ¹¹	How does this build on prior learning? ¹²	What additional resources are available?
<p>How to play the keyboard and perform “O When the Saints” accurately</p> <p>Key features include</p> <p>Following the music</p> <p>Know where the notes are on the keyboard</p> <p>Using the correct fingers for each note In the right hand</p> <p>How to add a bass note or chords to a melody</p>	<p>Knowledge: Where the notes are on the keyboard and how they link with the notes in treble clef. What fingers to use for each note and why.</p> <p>Understanding: How to follow the music and apply the notes in treble clef to the notes on the keyboard.</p> <p>Skills: Working independently; Resilience/Perseverance; Developing performing skills.</p>	<ul style="list-style-type: none"> • A fluent performance using the correct fingers on each note • Performing with two hands independently, by either adding a bass note or chords • Demonstrating confidence in performing to others 	<p>2.1 – 3.1 Performing confidently</p> <p>2.4 – 3.3 Staff and other musical notations</p> <p>2.5 – 3.5 Appreciation and development of listening skills (wide range of styles/composers /musicians and traditions)</p> <p>2.6 – 3.6 History of music understanding</p>	<p>Videos available on Teams, demonstrating the different stages of the performance for Oh When The Saints.</p> <p>A wide range of differentiated performance pieces are available for students who have prior knowledge and experience in keyboard/piano performing. Their focus will be on accurate performances of a suitably challenging piece based on ability.</p>

MUSIC Year 7 Unit 5 – Improvisation and understanding scales used in Indian and Chinese music

What are we learning?	What knowledge, understanding and skills will we gain? ¹³	What does mastery look like? ¹⁴	How does this build on prior learning? ¹⁵	What additional resources are available?
<p>What scales are used in Indian and Chinese Music? How are they different from western scales? How to create an improvisation using these scales</p> <p>Key features include</p> <p>Listening to Indian music. What is rag and tala?</p> <p>Listening to Chinese music. What is a pentatonic scale and how is it used?</p> <p>Developing improvisation techniques</p>	<p>Knowledge: Key features of Indian and Chinese music including key terminology definitions - Raga/tala/pentatonic scale. Knowledge of how to improvise.</p> <p>Understanding: How to create a successful improvisation based on a given scale.</p> <p>Skills: Working collaboratively; confidence; Resilience/Perseverance; Developing performing and composing skills.</p>	<ul style="list-style-type: none"> • Using notes of raga to create effective composition • Using notes of the pentatonic scale to create effective composition • Using more than one octave for improvisation • Using an extended range of rhythms • Clear structure used in composition <p>Fluent performance</p>	<p>2.1 – 3.1 Performing confidently</p> <p>2.2 – 3.2 Improvise and compose</p> <p>2.3 – 3.4 Development of listening skills (world music)</p> <p>2.4 – 3.3 Staff and other musical notations</p> <p>2.5 – 3.5 Appreciation and development of listening skills (wide range of styles/composers /musicians and traditions)</p> <p>2.6 – 3.6 History of music understanding</p>	<p>GCSE textbook chapter on Indian Music</p> <p>Worksheets on Indian Raga</p> <p>Worksheets on Chinese pentatonic scale</p> <p>Videos on YouTube of Indian and Chinese music</p> <p>Previous student examples</p>

MUSIC Year 7 Unit 6 – Developing Keyboard Skills (Cool Blues)

What are we learning?	What knowledge, understanding and skills will we gain? ¹⁶	What does mastery look like? ¹⁷	How does this build on prior learning? ¹⁸	What additional resources are available?
<p>Developing keyboard skills in Cool Blues piece</p> <p>Key features include</p> <p>Following the music for 2 hands</p> <p>Understand treble and bass clef</p> <p>Introduction to swing rhythms</p> <p>Understanding syncopation</p> <p>Co-ordinating 2 hands working independently</p>	<p>Knowledge: Bass clef notes and why they are on different lines to treble clef. What is syncopation and swing rhythm.</p> <p>Understanding: How to follow the music and apply the notes in treble and bass clef to the notes on the keyboard. Co-ordination of two hands working independently</p> <p>Skills: Working independently; Resilience/Perseverance; Developing keyboard skills and improving performing skills.</p>	<ul style="list-style-type: none"> • A fluent performance using the correct fingers on each note • Performing with two hands independently, by either adding a bass note or chords • Accurate syncopation • Demonstrating confidence in performing to others 	<p>2.1 – 3.1 Performing confidently</p> <p>2.4 – 3.3 Staff and other musical notations</p> <p>2.5 – 3.5 Appreciation and development of listening skills (wide range of styles/composers /musicians and traditions)</p> <p>2.6 – 3.6 History of music understanding</p>	<p>YouTube videos on syncopation and swing rhythm</p> <p>Videos of Cool Blues available on Teams, demonstrating the different stages of the performance.</p> <p>A wide range of differentiated performance pieces are available for students who have prior knowledge and experience in keyboard/piano performing.</p>