



# Music Year 7

## Curriculum Intent

The Music Department seeks to develop students' musical experiences through the three disciplines of performing, composing and listening. Students will perform, listen to and evaluate music across a range of historical periods, genres, styles and traditions and use their knowledge to compose music that is stylistically convincing. They will be taught instrumental skills for keyboard, ukulele and guitar, and perform solo as well as part of an ensemble. Students will understand and explore how music is created, produced and communicated through manipulation of the elements of music. They will gain experience using a range of notations. By the end of the Key Stage they should possess the skills and understanding needed to study Music at GCSE and/or pursue Music as a hobby.

*"There weren't a lot of career opportunities in crazy-fast hard-core punk, so we didn't have a lot of ambition, just the love and passion to play music with your friends."* Dave Grohl

### Students will learn:-

#### Term 1:

- **Instrument Basics:** Keyboards, Ukulele, Guitar
- **Knowledge Basics:** Notes of the keyboard, melody/chord/bass/rhythm, instruments, Mad T-Shirt
- **Body Percussion *Groove Your Classroom*:** Instrumental Skills, Singing as a group, *Just Play* including chair drumming
- **Playing by ear:** Oh When the Saints/Chasing Cars

#### Term 2:

- **Rhythm notation** (flashcards)
- **Rhythm notation:** Underground Music
- **Pitch Notation:** Gotye's *Somebody That I Used to Know* Singing as a group
- **Just Play** including chair drumming

#### Term 3:

- **Playing by Ear:** *Link Up*
- **Chair Drumming**
- **Improvising and Composing** over a chord sequence
- **Singing** as a group
- **Just Play** including chair drumming

### Knowledge, understanding & Skills

#### Students will:

perform with technical control, expression and interpretation

- Basic knowledge of keyboard, guitar and/or ukulele; including notes and chords
- The ability to work with others and perform as part of an ensemble

#### Demonstrate and apply musical knowledge

- Basic texture, how music is put together: melody/chord/bass/rhythm
- Improvising rhythms and melodies using a given scale
- Basic rock beats and rhythmic textures
- Mad T-Shirt mnemonic
- The four instrumental families of the modern classical orchestra and their instruments.
- Improvising melodies using chord notes
- Composing simple melodies

Use appraising skills to make evaluative and critical judgments about music

- The ability to reflect upon and refine performances
- Listening to a piece of music and learning how to play it from ear
- Reading and notating simple rhythms and pitches
- Learning simple scales and chord progressions

### What does excellence look like?

- Playing more than one instrument
- Playing with varying articulation
- Achieving above your target grade in the final assessment of the topic.
- Engaging with every topic/discussion with enthusiasm.
- Asking lots of questions.
- Showing improvement between activities.
- Leading an ensemble
- Demonstrating resilience and the ability to engage in purposeful rehearsal techniques

### How can you enhance your learning at home?

- [BBC Bitesize](#)
- [The Young Person's Guide to The Orchestra](#)
- [Keyboards](#), ukuleles, guitars, percussion
- YouTube tutorial videos
- [Incredibox webapp](#)
- [Video + SMHW quiz](#)
- [How Music is Put Together](#)
- [4 chord songs](#)
- *Just Play* and *Groove Your Classroom* Musical Futures resources
- [Musical Terms \(literacy focus\) and pitch notation](#)
- Scale template cards for improvising on keyboard

# International Dimension

*"Music expresses that which cannot be said and on which it is impossible to be silent."* Victor Hugo

## Visits Programmes

Ebblinghem:

- Talent show.
- Visit of Montreuil where "Les Misérables" was set.

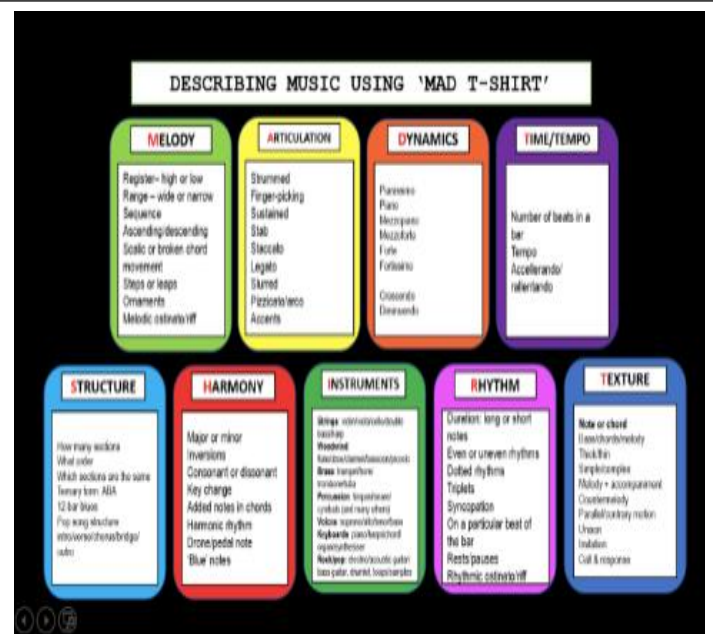
## International Dimension within the curriculum

- African drumming
- Improvisation in music around the world including American Jazz, African drumming, South American calypso and salsa
- Italian musical terms

## How will students be assessed?

### Students...

- Are able to use correct instrumental techniques, sing in tune and use musical expression; hold their own part in an ensemble performance and follow performance directions in the moment (AO1)
- Are able to refine their own music after suitable reflection and can use musical language to describe music and communicate with other musicians (AO3/4)
- Are able to engage in purposeful rehearsal techniques and are resilient to setbacks in musical processes
- Are able to learn simple pieces by ear (AO3)
- Are able to aurally identify instruments of the orchestra (AO3)



## Wider Reading/Listening

- [4 chord song playlist](#)
- [The Young Person's Guide to the Orchestra album](#)
- [Gotye's Making Mirrors album](#)
- [Snow Patrol's Eyes Open album](#)
- [Oh When the Saints song – showing improvisation](#)
- [Ukulele songs playlist](#)

## Extra Challenge:

- Compose and record original music related to any of the topics using [Chrome Music Lab](#)
- Put together a lunchtime ensemble with other musicians to demonstrate your improvisation skills

