

Year 7 Music Curriculum Rationale

In Year 7, students will experience a wide range of music through the key skills of Performing, Composing and Appraising. Vocal, rhythm, Blues, Experimental, orchestral and programmatic music requires students not only to develop skills in accuracy, creating original ideas and analysing but also crucial skills for life. Confidence, empathy, collaboration, risk taking, and automaticity are nurtured and developed through Year 7 music enabling students to build upon previous musical experiences, however extensive or limited they may be. A practical approach is adopted with the theoretical side used in tandem to ensure the development and extension of both.

Unit	Core knowledge/skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development	Home learning, enrichment, <i>and recommended reading</i>
Term 1 – Vocal Skills: Performing Appraising Singing The Elements of Music 7 lessons	Teaching vocal techniques, chants and songs in unison. Developing into 2 parts. Introduction of the Elements of Music and application to develop practical vocal skills.	Develops possible limited experience of performing at KS 2 and extends KS2 experience. Provides students with whole class collaborative experience to enhance confidence with each other.	Low stakes assessment at the end of each lesson focusing on the skill taught. End of Unit assessment – Sing with confidence, accuracy and clarity as a solo or duet.	Literacy focus on song words and clarity of diction. Oracy delivering the songs with accuracy.	ACPs Realising Speed and accuracy. Automaticity. VAA Collaborative working, , Risk taking, Practice.	Look for the use of these conventions in songs heard outside the classroom.
Term 2 - Rhythm and Notation Skills: Composing Pulse and Rhythm Notation Group Work 7 lessons	Understanding pulse and rhythm. Linking both to notation. Composing and realising using notation.	Introducing percussion instruments as a development from the voice. Establishing pulse and internalising. Extending into rhythm and beginning to use notation.	Low stakes assessment at the end of each lesson focusing on the skills taught. Assessment task – Presentation of notated rhythms in groups using percussion instruments.	Reading and recognising notes, notation and note patterns.	ACPs Creating, Self-regulation, strategy planning, connection finding, Accuracy, Precision VAA Collaborative working, Enquiring, Open minded, Risk taking, perseverance	Linking with pieces using musical rhythmic notation.

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			Evaluation task – reflect on both the processes and the final piece and highlight potential areas for improvement (DIRT sheet, peer feedback and final performance)			
Terms 3. Blues Skills: Performing and Composing Improvisation Keyboard work 7 lessons.	Introduction of Blues charting its history and significance for many genres of Popular Music. Students practical skills to enable presentation and creation of aspects of Blues music.	Introduction of keyboards recognising and playing individual notes and chords. Introduction of the concept of improvisation.	Low stakes: playing 12 Bar Blues chords, walking bass and improvised melody building each rom lesson to lesson. Assessment task – Performance of the Blues group piece. Evaluation task – reflect on both the processes and the final piece and highlight potential areas for improvement (DIRT sheet, peer	Recognising notes, letters and chord patterns.	ACPs Self-regulation Strategy planning, seeing alternative perspectives, Automaticity, Accuracy, Precision, Originality VAAs Collaborative, confident, Risk taking, resilient.	Identifying aspects of Blues in a range of musical genres.

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			feedback and final performance)			
Term 4 Experimental Skills: Composing Appraising Elements of Music 6 lessons	The concept of Experimentation to enhance understanding of the Elements of Music. Students use their own instruments to create ideas after studying examples from famous composers. Graphic scores introduced and considered as a means of musical notation.	Students are introduced to Experimentalism in music and the potential involved. They then design and build their own instruments and create musical ideas using them.	Assessment task – Presentation of group Experimental piece. Evaluation task – reflect on both the processes and the final piece and highlight potential areas for improvement (DIRT sheet, peer feedback and final performance.)	Written appraisal of Experimental pieces. Discussion of approaches to Experimentation in music. Creation of graphic score.	ACPs Strategy planning, imagination, accuracy, precision, intellectual confidence, originality. VAAs Collaborative working, creative and enterprising, perseverance, Confidence	
Term 5 Classroom Orchestra Skills: Performing Ensemble work 7 lessons	The idea and range of larger musical ensembles introduced and the make up of an orchestra considered. Musical sections linked to instrumental families also introduced.	Ensembles and orchestras discussed, studied and appraised. Pieces chosen and individual parts learned and then combined in sections followed by the class.	Low stakes assessment – individual parts learned each lesson. Assessment – presentation of pieces in sections followed by complete ensemble.	Reading and recognising notes, notations and musical patterns. Written appraisal of orchestral pieces.	ACPs Realising Strategy planning, imagination, accuracy, precision, intellectual confidence, originality. VAAs Collaborative working, creative and enterprising,	Identifying orchestral and ensemble pieces in a wide range of settings and situations.

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	Pieces studied and learned for performance as a whole class.	Conductors and directors discussed and conventions surrounding these covered to enable performance to take place.	Evaluation task – reflect on both the processes and the final piece and highlight potential areas for improvement (DIRT sheet, peer feedback and final performance.)		perseverance, Confidence.	
Term 6 Programme Music Skills: Appraising	Programme as a musical concept introduced to recognise the descriptive qualities inherent in some music. Appraising skills developed with particular focus on the Elements of Music.	Titled, descriptive pieces introduced with links between them established. Techniques regarding how music may be descriptive considered and then identified. Short examples played to further illustrate this.	Assessment – written appraisal of a range of pieces in various genres under the programme title. Evaluation task – reflect on both the processes and the final piece and highlight potential areas for improvement (DIRT sheet, peer feedback and final performance.)	Written appraisal work. Reading notes, rhythms, musical patterns. Discussing concepts of musical description.	ACPs Realising imagination, accuracy, precision, intellectual confidence, originality. VAAs Collaborative working, creative and enterprising, perseverance, Confidence.	Considering wide ranges and purposes of programmatic and descriptive music.