

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	Focus ACP and VAA development:	Home learning, enrichment, and recommended reading
<p>Term 1 – Vocal Skills: Performing Appraising Singing The Elements of Music</p> <p>7 lessons</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Literacy focus on song words and clarity of diction. Oracy delivering the songs with accuracy.</p>	<p>ACPs Realising Speed and accuracy. Automaticity. VAAs Collaborative working, , Risk taking, Practice.</p>	<p>Look for the use of these conventions in songs heard outside the classroom.</p>
<p>Term 2 - Rhythm and Notation Skills: Understanding Pulse and Rhythm. Notation Group Work</p> <p>7 lessons</p>	<p>Understanding pulse and rhythm. Linking both to notation. Composing and realising using notation.</p>	<p>Introducing percussion instruments as a development from the voice. Establishing pulse and internalising. Extending into</p>	<p>Low stakes assessment at the end of each lesson focusing on the skills taught. Assessment task – Presentation of given rhythmic</p>	<p>Reading and recognising notes, notation and note patterns.</p>	<p>ACPs Creating, Self-regulation, strategy planning, connection finding, Accuracy, Precision VAAs</p>	<p>Linking with pieces using musical rhythmic notation.</p>

		rhythm and beginning to use notation.	pieces in groups using percussion instruments. Composition and presentation of group piece using a range of notation. Evaluation task – reflect on both the processes and the final pieces and highlight potential areas for improvement (DIRT sheet, peer feedback and final performance)		Collaborative working, Enquiring, Open minded, Risk taking, perseverance	
Term 3. 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 described 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	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,	Considering wide ranges and purposes of programmatic and descriptive music.

			improvement (DIRT sheet, peer feedback and final performance.)		perseverance, Confidence.	
<p>Term 4 Blues Skills: Performing and Composing Improvisation Keyboard work</p> <p>7 lessons.</p>	<p>Introduction of Blues charting its history and significance for many genres of Popular Music. Students develop practical skills to enable presentation and creation of aspects of Blues Music.</p>	<p>Introduction of keyboards recognising and playing individual notes and chords. Introduction of the concept of improvisation.</p>	<p>Low stakes: playing 12 Bar Blues chords, walking bass and improvised melody building each from 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 feedback and final performance)</p>	<p>Recognising notes, letters and chord patterns.</p>	<p>ACPs Self-regulation Strategy planning, seeing alternative perspectives, Automaticity, Accuracy, Precision, Originality VAAs Collaborative, confident, Risk taking, resilient.</p>	<p>Identifying aspects of Blues in a range of musical genres.</p>
<p>Term 5 Experimental Skills: Composing Appraising Elements of Music</p> <p>6 lessons</p>	<p>The concept of Experimentation to enhance understanding of the Elements of Music. Students use</p>	<p>Students are introduced to Experimentalism in music and the potential involved. They then study and</p>	<p>Assessment task – Presentation of Experimental piece. Evaluation task – reflect on both the processes and the</p>	<p>Written appraisal of Experimental pieces. Discussion of approaches to</p>	<p>ACPs Strategy planning, imagination, accuracy, precision, intellectual</p>	<p>Wide study of Experimental Music which is non-electronic.</p>

	computers to create ideas after studying examples from the BBC sound studio, DR Who theme. Graphic scores are also introduced and considered as a means of musical notation.	learn the Dr Who theme and create synthesized computer musical ideas experimenting with aspects of the Elements of Music such as timbre.	final piece and highlight potential areas for improvement (DIRT sheet, peer feedback and final performance.)	Experimentation in music. Creation of graphic score.	confidence, originality. VAA Collaborative working, creative and enterprising, perseverance, Confidence	
<p>Term 6</p> <p>Solo Performance</p> <p>Skills: Performing and Appraising work work</p> <p>7 lessons</p>	The idea and range of individual performance is re-introduced and vocal and instrumental possibilities considered. Musical sections linked to instrumental families also introduced. Pieces studied and learned for solo performance.	Students are introduced to Experimentalism in music and the potential involved. They then study and learn the Dr Who theme and create synthesized computer musical ideas experimenting with aspects of the Elements of Music such as timbre.	<p>Low stakes assessment – individual parts learned each lesson.</p> <p>Assessment – presentation of pieces in sections followed by complete piece.</p> <p>Evaluation task – reflect on both the processes and the final piece and highlight potential areas for improvement (DIRT sheet, peer feedback and final performance.)</p>	<p>Reading and recognising notes, notations and musical patterns.</p> <p>Written appraisal of orchestral pieces.</p>	<p>ACPs</p> <p>Strategy planning, imagination, accuracy, precision, intellectual confidence, originality.</p> <p>VAA</p> <p>Collaborative working, creative and enterprising, perseverance, Confidence</p>	Identifying orchestral and ensemble pieces in a wide range of settings and situations.