



Curriculum Plan Music

Year 7	Knowledge (Topics covered, NC links)	Subject Skills	Key Assessment	Literacy and Numeracy	School values (Attitude / Achievement / Community / Endeavour)	Extra curricular opportunities	Personal development (Character, SMSC, Fundamental British values, Careers guidance, healthy living, Citizenship, equality and diversity, financial capability, preparation for next stage)
<u>Term 1</u> Introduction to Music Elements of Music	This unit acts as a bridging project from KS2 Music and provides a link into KS3 Music. The unit introduces students to some of the tools and knowledge that will be revisited and applied in the units that follow.	Musical notation Understanding rhythmic patterns Understanding the Elements of Music and the meaning of each key term Keyboard skills	Baseline Assessment on Elements of Music Performance Assessment on keyboard Whole class singing	Keywords on Elements of Music Spelling of new key words Rhythmic patterns linked to numeracy skills	Achievement – through assessment of elements of music and performing Attitude – take responsibility and pride in your work. Ensuring all pupils understand the key concepts. Community – support each other on keyboard tasks. Join an extra-curricular group. Endeavour – use knowledge organisers to support learning.	Music Theory Club Year 7 Choir	Independent Learning and Development Learning of new skills and musical language Development of character through performing in front of peers as part of assessment
Introduction to Music Folk Music	Students will be introduced to Folk Music. They will discover the conventions and instruments of the Folk band. Pupils will participate in aural dictation, small group folk performances and	Keyboard skills Listening and analysis skills – using key words Singing skills	Performance Assessment on keyboard Whole class singing Listening and appraising tasks	Spelling of key words within this topic Rhythmic patterns linked to numeracy skills	Achievement – through understanding of history of folk music and performing Attitude – take responsibility and pride in your work. Ensuring all pupils understand the key concepts.	Year 7 Choir KS3 Rock Club Folk Group	Heritage and historical context of the development of folk instruments. Independent Learning and Development Learning of new skills and musical language



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	will be assessed on their folk arrangements.				Community – support each other on keyboard tasks. Join an extra-curricular group. Endeavour – use knowledge organisers to support learning.		Development of character through performing in front of peers as part of assessment
Term 2 Fusion Music Blues Music	The 12 bar Blues is still a popular style of music. The structure is still used today in many different styles; rock and roll, RnB. Focusing on the structure of the 12 bar Blues to create a performance with bass lines and pentatonic improvisation.	Introducing chords and how to play them Improvisation using blues scale in C Listening and analysis skills – using key words	Performing and improvising in small groups	Spelling of key words within this topic Rhythmic patterns linked to numeracy skills	Achievement – through understanding of history of the 12-bar Blues music and performing Attitude – take responsibility and pride in your work. Ensuring all pupils understand the key concepts. Community – support each other on keyboard tasks. Join an extra-curricular group. Endeavour – use knowledge organisers to support learning.	Year 7 Choir KS3 Rock Club	Historical context of the development of the 12-bar Blues – linked to slave trade Independent Learning and Development Learning of new skills and musical language Development of character through performing in front of peers as part of assessment
Fusion Music Samba Music	We will investigate how Samba Music developed from the African	Understanding of Texture –	Performing individually and	Spelling of key words within this topic	Achievement – through understanding of history	Samba Group	Historical context of the development of Samba Music – linked to slave trade



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	drumming tradition and was brought to Latin America through the slave trade and developed into lively street carnival music. Like its African roots, the music is inclusive and community based and has therefore become a popular form throughout the world. It is colourful, brash and flamboyant and fun to play. The feel of Samba can be heard in other popular musical styles.	monophonic and polyphonic patterns Rhythmic notation Ensemble performance skills Rhythmic devices – syncopation and ostinato.	as a whole class ensemble	Rhythmic patterns linked to numeracy skills	of samba music and performing Attitude – take responsibility and pride in your work. Ensuring all pupils understand the key concepts. Community – Join an extra-curricular group. Endeavour – use knowledge organisers to support learning.		Independent Learning and Development Learning of new skills and musical language Development of character through performing in front of peers as part of assessment
Term 3 Sonority Instruments of the Orchestra	An orchestra is built together with many different instruments. In this topic, we will look at the different instruments and their families. We will also look at the sound each instrument makes and link this to Programme Music. Programme music aims to create atmospheres and moods	Timbre – recognising instrument sounds Keyboard skills Musical notation	Performing individually	Spelling of key words within this topic Rhythmic patterns linked to numeracy skills	Achievement – through understanding of development of orchestral instruments and performing Attitude – take responsibility and pride in your work. Ensuring all pupils understand the key concepts.	Bushell Youth Community Orchestra	Independent Learning and Development Learning of new skills and musical language Development of character through performing in front of peers as part of assessment



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	<p>-that reflect aspects of a story or poem.</p>				<p>Community – Join an extra-curricular group.</p> <p>Endeavour – use knowledge organisers to support learning.</p>		
Sonority	<p>In music, the conventional way to notate and compose music is using Western notation. With Graphic Scores, we have no restraints to how we can notate music and sound. There are no wrong answers with how we notate our music, but we must maintain a structure and sense of purpose to composing, when using this technique. Focus on Minimalist music, it's historical context and the impact on modern music</p>	<p>Texture – how minimalist music utilises changes if texture through phasing and repetitive motifs</p> <p>Timbre</p> <p>Rhythm – polyrhythmic patterns / rhythmical devices</p> <p>Alternative musical notation</p>	<p>Performing individually and as a whole class ensemble</p>	<p>Spelling of key words within this topic</p> <p>Rhythmic patterns linked to numeracy skills</p>	<p>Achievement – through understanding of musical notation and the concepts and history of minimalist music</p> <p>Attitude – take responsibility and pride in your work. Ensuring all pupils understand the key concepts.</p> <p>Community – Join an extra-curricular group.</p> <p>Endeavour – use knowledge organisers to support learning.</p>	<p>Music Theory Club</p>	<p>Historical context of the development of Minimalist music and Graphic Notation</p> <p>Independent Learning and Development</p> <p>Learning of new skills and musical language</p> <p>Development of character through performing in front of peers as part of assessment</p>