

YEAR 7

Musicianship		
Autumn 1	Composites: To know that different notes last for different amounts of time. To know that a rhythm is created by putting different note values together. To know that pulse in music is an important feature of performing in time. To know that an instrument which you can hit, bang, shake or rub is part of the percussion family of instruments. To know how to perform as part of an ensemble To know how to read and compose music using different types of notation To know how to identify, describe and evaluate different musical elements and styles in listening, performing and composing tasks	Key Vocabulary: Core: Rhythm Dynamics Enhanced: Pulse Piano Forte Ensemble Percussion
	Assessment: Group performance of composed ostinato rhythms on percussion instruments.	ILS: Using knowledge organisers create: • Flashcards • Knowledge drop • Mind map • Practice key vocabulary definitions • Learn a short song and practice singing in a round with a sibling / parent
	How to help at home - Ask your child to draw a rhythm, they will clap this to you and you clap back.	Wider reading: BBC bitesize - KS3 music Musictheory.net



	- Draw note values onto flashcards and question pupils on how many beats each note lasts for - Draw a rhythm and clap this back at different volumes - When listening to any song on the radio ask your child to clap the pulse in time	
	SMSC Social: Working as part of an ensemble, problem solving use on selected instrumentation Moral: Being aware of different performance abilities in a group setting Spiritual: Showing creativity in composing rhythms and dynamics. Cultural: Listening to music from a range of styles including learn popular songs and short folk songs	Careers Links: Composer / Arranger Musician Music teacher Vocal teacher Conductor Events Manager Concert Manager
Autumn 2	Keyboard skills	
	Composites: To know that different pitch is how high or low a note is To know that keyboard melodies are played in the right hand and shown on the treble clef in stave notation. To know that we need to use specific keyboard fingering to play fluently. To know that scales are important in improving our keyboard Technique. To know that the brass family are instruments made of brass To know how to identify different treble clef notes on the stave To know how to read and play different treble clef notes and rhythms	Key Vocabulary: Core: Melody Tempo Enhanced: Pitch Treble clef Stave Bar Brass



	To know how to use the correct keyboard fingers, pitches and note durations to play a melody using the notes C - G on the right hand of the keyboard. To know how to compose a right hand melody line for the keyboard	
	Assessment: Solo keyboard performance of the piece 'Oh when the saints'	ILS Using knowledge organisers create: • Flashcards • Knowledge drop • Mind map • Practice key vocabulary definitions • Use a keyboard or keyboard app to practice the pieces at home focussing on using the correct right hand fingers to play the C-G notes
	How to help at home: - Draw note values onto flashcards and question pupils on how many beats each note lasts for - Name notes on the treble clef stave - When listening to any song on the radio ask your child to identify the instruments playing stating if they are playing at a high or low pitch, does this stay the same or change in the song	Wider reading BBC bitesize - KS3 music Musictheory.net
	SMSC Social: Being part of a class ensemble to sing Oh when the saints Moral: Being aware of different performance abilities when watching performances Spiritual: Showing creativity in composing melody lines	Careers Links Composer / Arranger Musician Music/ instrumental teacher Conductor/ band leader Events Manager Concert Manager



	Cultural: Listening to music from a range of styles including learn popular song	Team leader musicologist Journalist music therapist
Spring 1	Accompaniments	
	Composites: To know that an accompaniment is played in the left hand of the keyboard reading the bass clef. To know that a scale is a set pattern of notes To know that a time signature tells you how many beats are in a bar To know that harmony is created through building chords in the music To know that woodwind instruments are played by blowing and can have a reed To know how to play a range of scales including contrary motion. To know how to play a melody line in the right hand reading treble clef notation To know how to play an accompaniment part in the left hand reading bass clef notation To know how to perform as part of an ensemble To know how to compose an accompaniment part	Key Vocabulary: Core: Harmony Enhanced: Accompaniment Bass clef Time signature Woodwind Scale
	Assessment: Either in a pair or own your own play the melody and single note accompaniment of Ode to Joy	ILS Using knowledge organisers create: • Flashcards • Knowledge drop • Mind map • Practice key vocabulary definitions



		Use a keyboard or keyboard app to practice the pieces at home focussing on using the correct right hand and left hand fingers to play the C-G notes
	How to help at home - Draw note values onto flashcards and question pupils on how many beats each note lasts for - Name notes on the treble clef stave - Name notes on the bass clef stave - When listening to any song on the radio ask your child to identify the instruments playing stating if they are playing at a high or low pitch, does this stay the same or change in the song and can they clap the pulse	Wider reading BBC bitesize - KS3 music Musictheory.net
	SMSC Social: Working as part of an ensemble navigating play two different parts at the same time Moral: Being aware of different performance abilities when watching performances and working in a small ensemble Spiritual: Showing creativity in composing accompaniments Cultural: Listening to music from a range of styles including learn popular songs	Careers Links: Musician Piano teacher Vocal teacher Piano Accompanist Session musician Team leader
Spring 2	Chords	
	Composites: To know that a triad chord is 3 notes played together at the same time. To know that major is music which sounds happy overall To know that minor is music which sounds sad overall	Key Vocabulary Core: Tonality Metre



	To know that tonality means whether the music is major or minor To know that folk music is traditional music from any culture To know that instruments in the string family are wooden with strings To know how to play a triad chord in the left hand To know how to compose accompaniments using chords in the bass clef To know how to play a piece a melody and chord accompaniment To know how to identify the tonality of a piece of music.	Enhanced: Chord Triad Strings Major Minor
	Assessment Either in a pair or own your own play the melody and chord accompaniment to the folk song Blowzabella	ILS Using knowledge organisers create: • Flashcards • Knowledge drop • Mind map • Practice key vocabulary definitions • Use a keyboard or keyboard app to practice the pieces at home focussing on using the correct right hand and left hand fingers to play the C-G notes and playing chords moving your hand around the keyboard
	How to help at home - Draw note values onto flashcards and question pupils on how many beats each note lasts for - Name notes on the treble clef stave - Name notes on the bass clef stave - When listening to any song on the radio ask your child to identify the instruments playing stating if they are playing at a	Wider reading BBC bitesize - KS3 music Musictheory.net



Summer 1	high or low pitch, does this stay the same or change in the song and can they clap the pulse	
	SMSC: Social: Working as part of an ensemble navigating play two different parts at the same time Moral: Being aware of different performance abilities when watching performances and working in a small ensemble Spiritual: Showing creativity in composing chord accompaniments Cultural: Listening to music from a range of styles including learn popular songs and folk music	Careers Links: Musician Piano teacher Vocal teacher Piano Accompanist Musicologist Team leader Composer
	Ukulele chords	
Summer 1	Composites: To know that chords are played on instruments other than the piano To know that a Ukulele chord tab shows you how to play a chord. To know that popular music is often based on 4 chords repeating To know how to play a range of basic chord on the ukulele To know how to read a ukulele chord tab To know how to perform in an ensemble keeping the pulse. To know how to show dynamics in a performance/composition and know how to play including these	Key Vocabulary: Core: Harmony Enhanced: Chord Fret Strum Tab
	Assessment Group Ukulele and vocal performance of counting stars	ILS Using knowledge organisers create: • Flashcards • Knowledge drop • Mind map • Practice key vocabulary definitions



		Learn the lyrics to counting stars from memory - rehearse the song with a backing track so you understand the structure and timing of the song
	How to help at home When listening to any song on the radio ask your child to identify the instruments playing stating if they are playing at a high or low pitch, does this stay the same or change in the song and can they clap the pulse	Wider reading BBC bitesize - KS3 music Musictheory.net
	SMSC Social: Working as part of an ensemble Moral: Being aware of different performance abilities when watching performances and working in an ensemble Spiritual: Showing creativity in arranging a song in a popular style Cultural: Listening to music from a range of styles including learn popular songs	Careers Links: Musician Chorister Music / Vocal/ instrumental teacher Session musician Team leader Event manager Arranger Composer
Summer 2	Composing for ensemble	
	Composites: To know that a DAW is a useful tool to compose music To know that a melody line is made up a different phrases To know that harmony is created through building chords in the music To know that the orchestra is made up of all 4 families of instruments	Key Vocabulary Core: Instrumentation Melody Enhanced:



	To know how to use and set up a DAW To know how to compose musical phrases for a melody line To know how to compose harmony/ accompaniment parts on a DAW To know how to compose for instruments which compliment each other	Accompaniment Triad Key signature Time signature Dynamics/automation
	Assessment: Composed 16 bar melody and accompaniment on a DAW	ILS: Using knowledge organisers create: • Flashcards • Knowledge drop • Mind map • Practice key vocabulary definitions • Research the pitch range of different instruments • Research common chord progressions
	How to help at home - Draw note values onto flashcards and question pupils on how many beats each note lasts for - Name notes on the treble clef stave - Name notes on the bass clef stave - When listening to any song on the radio ask your child to identify the instruments playing stating if they are playing at a high or low pitch, does this stay the same or change in the song and can they clap the pulse	Wider reading BBC bitesize - KS3 music Musictheory.net
	SMSC:	Careers Links: Musician



	Social: Working as part of an ensemble Moral: Being aware of different composition abilities when working in an ensemble, acceptance that everyone likes different styles of music Spiritual: Showing creativity in composing a melody and accompaniment Cultural: Listening to music from a range of styles	Session musician Arranger Composer Music teacher Instrumental teacher
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