

ASHTON COMMUNITY SCIENCE COLLEGE: MUSIC CURRICULUM

Year 7				
	Half term 1 & 2	Half term 3&4	Half term 5	Half term 6
Knowledge	<p><u>Topic:</u> Building Bricks</p> <p>Elements Pitch, tempo, dynamics, duration, texture, timbre. Rhythm and Pulse - Time signatures Notes on the treble clef stave; Note values, Note names .Singing – Why warm up the voice? What is unison and canon? Keyboard Skills Instruments of the orchestra</p>	<p><u>Topic:</u> World Music –African</p> <p>How and when did African music start? What is the difference between pulse and rhythm? What is a polyrhythm? How to create drum rhythms as an individual and a whole class. How to interpret a rhythm grid. What is call and response? How to perform African chants Composing music from a stimulus</p>	<p><u>Topic:</u> Programme music – brit pop</p> <p>Composing music from a stimulus. Developing listening skills History and roots of Brit pop What is improvising? How to improvising. Who are some of the most popular artists of all time? What makes Brit pop popular? Famous and successful Brit pop artists and bands across the decades.</p>	<p><u>Topic:</u> Ensembles – Musicals</p> <p>What is a musical? Different types of musical genres. The works of Rogers and Hammerstein and which Musicals they created.</p>
Skills/ application of knowledge	<p>Developing the analytical ear Developing confidence to describe music using musical vocabulary Performing as a whole class using percussion instruments. Writing music accurately in the treble clef stave with 4/4 time signatures. Vocal skills Developing the analytical ear. Warming up the voice and technique. Sing in unison and canon Sing in tune. Sign as ensemble Keyboard skills- hand placement, co-ordination of hands. Understanding of note placement on keyboard. Performing scales. Improvising melodies.</p>	<p>To recognise, perform and create African music with an understanding of musical processes</p> <p>To explore different rhythmic processes used in African music – cyclic rhythms, polyrhythms, syncopation and call and response and apply these to own composition and performance activities</p> <p>To learn about different African musical instruments and make connections between these sounds and timbres available within the classroom</p> <p>Listen to a range of different African music, identifying characteristic musical features</p>	<p>How to play 2, 3 and 4 chords on Ukulele.</p> <p>How to play a range of strumming techniques on ukulele</p> <p>Finger pick on Ukulele</p> <p>How to play along to a backing track</p> <p>To sing in unison</p> <p>To work independently and part of an ensemble.</p>	<p>Explore Music from The sound of music.</p> <p>Learn a musical piece on the keyboard.</p> <p>Perform a musical piece on the keyboard solo and part of a ensemble.</p> <p>Sing unison in an ensemble</p> <p>Sing in a round</p> <p>Listen and Identify key features</p>
Links to prior learning	Baseline assessment to establish current understanding and previous music experience in ks2.	Listen Compose Improvise	Listen Compose Improvise	Listen Compose Improvise

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		Perform Reading notation	Perform Reading notation	Perform Reading notation
assessment	<u>Baseline assessment</u> <u>Listening assessment</u> <u>Performing/composing assessment</u> <u>Music notation and key vocabulary</u>	<u>Listening assessment</u> <u>Performing/composing assessment</u> <u>Music notation and key vocabulary</u>	<u>Listening assessment</u> <u>Performing/composing assessment</u> <u>Music notation and key vocabulary</u>	<u>Listening assessment</u> <u>Performing/composing assessment</u> <u>Music notation and key vocabulary</u>
Links to Music Model Curriculum	<p>Listening technical Elements. Notation crotchets, minims, quavers, double quavers, semibreves. Performing – keyboard Listening technical Singing – unison and rounds Listening expressive – where do the songs come from? When was it first performed. Notation – crotchets, minims, quavers, double quavers, semibreves, time signature 4/4, treble clef stave. Performing Keyboard- Learn to find notes on keyboard. Play rhythmical simple melodies using staff notation. Composing -Improvising - Improvise ideas over a given groove. 5.Listening technical – identify the instruments of the orchestra by sound a picture</p>	<p>Listening expressive – where do the songs come from? When was it first performed. Listening technical Identifying; Dynamics, Pitch Tempo. Notation crotchets, minims, quavers, double quavers, semibreves, time signatures. Performing – Drum rhythms. Singing Composing- programme music</p>	<p>Composing Play chord sequences from familiar song Using C MAJOR or A MINOR Explore Form and structure – ABA Performing Singing Listening technical Listening expressive Notation</p>	