



MUSIC Year 7 Curriculum overview for teachers

The below is intended to provide a simple overview of Year 7 MUSIC, the scheme of learning will provide the detailed exposition including literacy, SMSC, assessment, homework, learning activities and resources

| Learning Focus | Assessments |
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| <p>Half term 1: ELEMENTS OF MUSIC – BUILDING BRICKS</p> <p><u>Learning enquiries:</u> What are the elements of music? What difference do they make to music? What are graphic scores? What are soundscapes? What is music notation? How does it work? Do you have to be able to read musical notes to become a musician?</p> <p><u>Key Assessment objectives / skills:</u> Pupils will learn how to identify key features when listening to music. Pupils will perform their first pieces of music as a group and will perform in front of their peers. Listening and performing skills to be introduced from the start and will be seen as the norm in lessons.</p> | <p>Assessment: Performing graphic scores and soundscapes – journey into space.</p> |
| <p>Half term 2: HOOKS AND RIFFS</p> <p><u>Learning enquiries:</u> What is a hook? What is a riff? What is an ostinato? How do you play a ukulele?</p> <p><u>Key Assessment objectives / skills:</u> At the end of the topic – pupils will know how to play basic chords and riffs on the ukulele. Pupils will be able to identify what a riff is and how it differs from an ostinato.</p> | <p>Assessment: Play 3 chords on the ukulele as a repeated pattern. Play a riff and a finger picking pattern on the ukulele.</p> |
| <p>Half term 3: COMPOSITION AND NOTATION</p> <p><u>Learning enquiries:</u> How does the keyboard work? How do you play two independent parts with both hands? What is a melody? What is an accompaniment?</p> <p><u>Key Assessment objectives / skills:</u> Pupils will be able to identify treble and bass clef and the notes in the staff for each clef. They will be able to transfer those skills to their keyboard playing and will learn to play melodies in the right hand and can extend their playing to accompaniment in the left hand.</p> | <p>Assessment: To play a keyboard piece. Either single melody line or with an independent left-hand accompaniment.</p> |
| <p>Half term 4: INSTRUMENTS OF THE ORCHESTRA</p> <p><u>Learning enquiries:</u> What are the instrument families? What is the role of the conductor? What are the different musical styles from baroque to the present day? Who were the key composers from different time periods? What were the characteristics of each style?</p> <p><u>Key Assessment objectives / skills:</u> Pupils will improve their listening skills during this unit and will be able to identify the sound of different instruments.</p> | <p>Assessment: Listening task as well as an exercise on the layout of the orchestra; the families of instruments and the conductor.</p> |
| <p>Half term 5: I'VE GOT RHYTHM</p> <p><u>Learning enquiries:</u> What is rhythm in music? What is pulse? What is a beat? How do you write different rhythms?</p> <p><u>Key Assessment objectives / skills:</u> Pupils will learn to identify rhythms when listening to them and to learn how rhythms are written. They will get the opportunity to</p> | <p>Assessment: Composing and performing a piece of rhythm work.</p> |



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| perform a variety of rhythms as a soloist and as a member of a group. | |
| Half term 6: BRITISH MUSIC | |
| <u>Learning enquiries:</u> Who are British performers and composers? <u>Key Assessment objectives / skills:</u> Pupils will learn about key British composers and performers and will learn a repertoire through singing solo and group performances which will also give them the opportunity to recap the ukulele and keyboard learning they would have studied earlier in the year. They will learn about their history and this unit will link to the British values within the curriculum. | Assessment: Group performance of a British artist's work. |