



## Year 7 MUSIC: SPECIFIC LEARNING INTENTIONS

| YEAR GROUP:                                                                                            | Year 7 – 2025-2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            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| Granular learning intentions/success criteria<br>(What will pupils know, be able to do and understand) | <p><b>Cumulative Ostinato</b></p> <ul style="list-style-type: none"> <li>- Pupils will know what an ostinato is.</li> <li>- Pupils will be able to create and perform an ostinato with a group.</li> <li>- Pupils will understand how to fit their ostinato in time with their group.</li> </ul> <p><b>Colours of Day (2 lessons)</b></p> <ul style="list-style-type: none"> <li>- Pupils will be able to sing Colours of Day with their class and perform it individually on glockenspiel.</li> <li>- Pupils will understand how play Colours of Day fluently with a focus on correct rhythm and pitch.</li> </ul> <p><b>Learning Check: All pupils perform</b></p> <p><b>Drunken Sailor</b></p> <ul style="list-style-type: none"> <li>- Pupils will know what a sea shanty is.</li> <li>- Pupils will be able to sing one of three parts of drunken sailor with their class and in a small group.</li> <li>- Pupils will understand how to structure a performance and rehearse with their group.</li> </ul> <p><b>Checking the Pulse Listening</b></p> <ul style="list-style-type: none"> <li>- Pupils will know what an ostinato is, and will learn about pitch, articulation and sections of the orchestra.</li> <li>- Pupils will be able to identify the number of pitches used within an ostinato, identify what section of the orchestra is playing an ostinato and how parts of the music are articulated.</li> <li>- Pupils will understand the difference between staccato and legato.</li> </ul> <p><b>Bind Us Together (2 lessons)</b></p> <ul style="list-style-type: none"> <li>- Pupils will be able to sing Bind Us Together with their class and perform it individually on glockenspiel.</li> <li>- Pupils will understand how play Bind Us Together fluently with a focus on correct rhythm and pitch</li> </ul> | <p><b>Pentatonic March</b></p> <ul style="list-style-type: none"> <li>- Pupils will know what pentatonic means</li> <li>- Pupils will be able to play and perform a piece of pentatonic music using CDFGA</li> </ul> <p><b>Pentatonic Rounds</b></p> <ul style="list-style-type: none"> <li>- Pupils will know what a round is</li> <li>- Pupils will be able to play and perform a pentatonic round with their partner</li> <li>- Pupils will understand how to fit their part in the round in time with their partner.</li> </ul> <p><b>Graphic Scores</b></p> <ul style="list-style-type: none"> <li>- Pupils will understand what a graphic score is</li> <li>- Pupils will be able to create their own graphic representation showing an understanding of pitch, dynamics and duration.</li> <li>- Pupils will understand how to interpret a graphic score while listening to examples of traditional Chinese pentatonic music.</li> </ul> <p><b>Chinese Toyshop (3 lessons)</b></p> <ul style="list-style-type: none"> <li>- Pupils will be able to use the pentatonic scale to create music in response to the brief of the Chinese Toyshop story.</li> <li>- Pupils will understand how to change the melodies, rhythms and sonorities so their music matches the characters and concepts within the story.</li> <li>- Pupils will know how to communicate effectively, sharing and listening to ideas when working within a group context.</li> </ul> | <p><b>Can't Help Falling in Love comparison</b></p> <ul style="list-style-type: none"> <li>- Pupils will understand different musical genres and be able to differentiate between folk, reggae and a rock ballad.</li> <li>- Pupils will identify the use of instruments and musical features within three versions of the same song and learn to compare and contrast similarities and differences.</li> </ul> <p><b>Introduction to Music Theory</b></p> <ul style="list-style-type: none"> <li>- Pupils understand note values and names of crotchets, minims and semibreves.</li> <li>- Understand the treble clef, the stave &amp; it's lines and spaces.</li> <li>- Learn about time signatures &amp; beats per bar.</li> </ul> <p><b>Love Me Tender - Performance</b></p> <ul style="list-style-type: none"> <li>- Pupils learn to play Love Me Tender individually and as a class.</li> <li>- Understand through performance how a combination of steps, leaps and repeated notes make a good melody.</li> </ul> <p><b>Love Me Tender - Analysis</b></p> <ul style="list-style-type: none"> <li>- Pupils will apply music theory concepts previously learnt to analyse a simple score of Love Me Tender.</li> <li>- Pupils will understand steps, leaps and repeated notes, repetition in music, and simple structure AABA.</li> </ul> <p><b>Compose 16-bar melody (2 lessons)</b></p> <ul style="list-style-type: none"> <li>- Pupils will understand the criteria to be used for composing their own melodies.</li> <li>- Pupils will compose their own melodies using steps, leaps and repeated notes.</li> <li>- Pupils will discriminate between notes to create a conjunct melody.</li> <li>- Pupils will complete composing their melodies, they will listen with discrimination and refine their work.</li> <li>- Pupils will appraise their own and others' work.</li> </ul> | <p><b>Summer is a comin' in</b></p> <ul style="list-style-type: none"> <li>- Pupils will be able to sing Summer is a comin' in with their class and perform it individually on glockenspiel.</li> <li>- Pupils will understand how play Summer is a comin' in fluently with a focus on correct rhythm and pitch.</li> <li>- Pupils will know how to perform Summer is a comin' in as a round with their partner.</li> </ul> <p><b>Winter Graphic Score</b></p> <ul style="list-style-type: none"> <li>- Pupils will be introduced to 'Minor Key'</li> <li>- Pupils will listen to 'Winter' by Vivaldi and discuss characteristics</li> <li>- Pupils will be able to follow a graphic score and show an understanding of pitch, dynamics, texture and duration.</li> </ul> <p><b>Seasons Composing (4 lessons)</b></p> <ul style="list-style-type: none"> <li>- Pupils understand the idea of a 'suite' in music.</li> <li>- Pupils are able to compose difference pieces of music for the following briefs:-</li> </ul> <p><b>Spring:</b></p> <ul style="list-style-type: none"> <li>- Pupils understand how to incorporate dotted rhythms, ascending and descending melodies, and a crescendo into their own composition</li> </ul> <p><b>Summer:</b></p> <ul style="list-style-type: none"> <li>- Pupils understand how to incorporate a major key, busy melody and repeated notes into their own composition.</li> </ul> <p><b>Autumn:</b></p> <ul style="list-style-type: none"> <li>- Pupils understand how to incorporate descending melodies, diminuendo and ritardando into their own composition.</li> </ul> <p><b>Winter:</b></p> <ul style="list-style-type: none"> <li>- Pupils understand how to incorporate a minor key, slow tempo and clashes of sound into their own composition.</li> </ul> <p>Pupils will perform music created in pairs or groups to the rest of the class.</p> | <p><b>Keyboards (6 lessons)</b></p> <ul style="list-style-type: none"> <li>- Pupils will understand the importance of keyboard technique when participating in this topic.</li> <li>- Pupils will be able to play a melody with their right hand and single finger chords with their left hand for a variety of pieces of music.</li> <li>- Pupils will know how to implement rehearsal strategies: breaking music down into sections, slowing the tempo, hands separately, then together</li> <li>- Pupils will play and perform their music to the class</li> <li>- Pupils will listen to other pupils' performances and be able to identify correct keyboard technique and rehearsal strategies leading to a successful performance.</li> </ul> | <p><b>Instruments of the Orchestra (4 lessons)</b></p> <ul style="list-style-type: none"> <li>- Pupils will listen to and watch examples of an orchestra</li> <li>- Pupils will understand and be able to identify the four sections of the orchestra.</li> <li>- Pupils will be able to group individual instruments into their families</li> </ul> <p><b>Strings:</b></p> <ul style="list-style-type: none"> <li>- Pupils will understand the violin, viola, cello, double bass and harp are all part of the string section.</li> <li>- Pupils will be able to aurally identify individual string instruments.</li> <li>- Pupils will know the two main ways of playing a string instrument: arco and pizzicato.</li> </ul> <p><b>Woodwind</b></p> <ul style="list-style-type: none"> <li>- Pupils will understand the flute, clarinet, oboe and bassoon are all part of the woodwind section.</li> <li>- Pupils will be able to aurally identify individual woodwind instruments.</li> <li>- Pupils will know the different way woodwind instruments are played with air blown across a mouthpiece, single reed and double reed.</li> </ul> <p><b>Brass</b></p> <ul style="list-style-type: none"> <li>- Pupils will understand the trumpet, trombone, French horn and tuba are all part of the brass section.</li> <li>- Pupils will be able to aurally identify individual brass instruments.</li> <li>- Pupils will know the different way brass instruments are played with a mouthpiece, valves and a slide.</li> </ul> <p><b>Percussion</b></p> <ul style="list-style-type: none"> <li>- Pupils will understand the difference between tuned and untuned percussion and be able to separate instruments into the two categories.</li> <li>- Pupils will understand the three ways to play a percussion instrument: hit, scrape and shake.</li> </ul> |