

# Music Year 7 Curriculum Overview



## Year 7 Overview

In year 7 students will focus on building a universal foundation of musical understanding through performing, composing, listening, and appreciation. Students will engage with music practically and theoretically, developing a range of musical skills, knowledge, and techniques. This will engage and inspire students to develop a love of music from a range of culture and traditions, as well as their own musical skills.

Over the course of year 7, students will be taught the following knowledge and skills to prepare for their next learning stage:

### **Improvisation and the orchestra**

This topic introduces students to the musical elements, connections between instrument size and shape on the sounds it produces, using stimuli as a starting point, and techniques of developing music. Students will explore the orchestra through improvisation. They will look at the orchestral family groups, the different sounds the instruments make and how this informs the layout of an orchestra. This topic enables students to develop performance skills throughout the term as they perform in several group sizes for peers and the whole class as an audience. Students will also gain knowledge in analysing the use of skills through completing a skills audit at the start and end of topic, they will be able to use this information to evaluate the effectiveness of their performed piece and identify how to improve.

Assessment: Performance/ Teacher and Self-reflection. Links to other subjects: Dance, Drama

### **Anthems**

Students will explore anthems from around the world and understand why we have National Anthems. They will use the skills learnt in the previous term to compose their own anthem which will be performed in front of an audience. Focus for this topic is on composition and performing as well as developing an understanding of how musical elements work. Students will be given access to a range of anthems from national anthems, sporting anthems and local community anthems. Students will use the improvisation skills learnt last term as they are composing their own anthem. They will use musical elements learnt through the orchestra to apply when analysing and composing and gain skills in communication and performance confidence. This unit will provide the building bricks for future learning, such as, musical passport and music for performance (puppetry) as it will encourage appropriate use of musical elements, and keyboard skills. Students will be able to describe music using keywords, explain why they think they are effective and use ideas from existing songs to inspire when writing their own anthem.

Assessment: Composition and Performing/Teacher and Peer Observation. Links to other subjects: Drama, Dance, Geography, History

### **World Musical Passport**

In this topic students will look at music from around the world and focus on how rhythm, structure and texture affect the sound produced from the music of that country. Students have gained a basic knowledge of how to compose music using improvisation and the musical elements. Through composition of anthems, students have begun to understand the application of appropriate musical elements to create mood and meaning. World Music Passport allows students to develop and broaden their knowledge and skill of applying the musical elements as well as build on this skill set through the introduction of cyclic and poly rhythms, ostinatos and drones, question, and answer. Throughout the Spring term, students will study Chinese, African, Latin-American and Indian music. They will learn how music is arranged, what makes the unique quality of sound and experience playing music from that country/continent. This topic allows students to perform in a variety of groups sizes, from whole class ensemble to solo/duo. They will use learnt knowledge to develop and consolidate their skill base by composing a piece of music which is influenced by one of the studied countries.

Assessment: Performance/Recording/Reflection. Links to other subjects: Drama, Dance, English, Geography

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## Music in Puppetry

This topic is an opportunity for students to consolidate their learning as well as link music with the performing arts. Students will compose music to accompany a puppet show they are creating in performing arts lessons. They will develop their understanding of how stylistic qualities impact performance in a complimentary manner as well as create atmosphere and set the mood. Students will be able to develop their understanding and application of note value, time signatures and structure whilst composing and performing. They will use learnt skills such as improvisation, developing motifs to create different moods or meanings as well as developing movement/placement memory and performance skills. Compositions will be played over the puppet show they are creating in performing arts and will have the opportunity to be performed at the CPA Festival.

Assessment: Recording/Performance and Evaluation Links to other subjects: English, Drama, Dance, History

Week Number	Themes/ Topics	Key Knowledge & Skills	Key Assessments
1-6 (Autumn 1)	Improvisation and the Orchestra	<p>Students will undergo a baseline assessment in week 2.</p> <p>Exploration-Use appropriate timbre to set mood and/or atmosphere, use of note duration and use of texture to build tension and variation.</p> <p>Arrangement-Structure of a piece of music i.e., beginning, middle, end (ABC).</p> <p>Teamwork-Use of timing within an ensemble (staying in time with others).</p> <p>Commitment to the performance.</p> <p>Improvisation and the Orchestra</p> <ul style="list-style-type: none"> <li>• Understanding of the basic components of an orchestra, family groups, the different sounds the instruments make and how this impacts the layout of an orchestra.</li> <li>• Recognise own successes and areas to improve.</li> <li>• Recognise how the musical elements are combined and used expressively.</li> <li>• Talk about music using these the correct musical vocabulary.</li> <li>• Develop teamwork skills.</li> <li>• Gain an understanding of what improvisation is.</li> <li>• Gain confidence in composing skills.</li> <li>• Understand and experience a variety of ways to develop a musical motif.</li> <li>• Improve performance memory.</li> <li>• Evaluate the effectiveness of the piece and identify how to improve.</li> <li>• Give constructive criticism to other group performances.</li> </ul>	<p>Baseline Assessment</p> <p>Students will be assessed on exploration and arrangement of musical elements, teamwork, and commitment.</p> <p>Improvisation and the Orchestra</p> <p>Students will be assessed on their ability to compose and perform a piece of music from a given stimulus, an image. They will be assessed against the grading criteria on their awareness of the musical elements and ability to apply musical elements.</p>

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<p><b>7-13 (Autumn 2)</b></p>	<p>Anthems</p>	<ul style="list-style-type: none"> <li>• Understand the key features of an anthem.</li> <li>• Understand the purpose of anthems, national and social anthems.</li> <li>• Write lyrics for an anthem.</li> <li>• Select and apply musical elements to create effect (tempo, texture, note duration, dynamics, pitch).</li> <li>• Compose music which is appropriate for an anthem.</li> <li>• Develop performance skills to perform with more accuracy,</li> <li>• Introduction to chords and notes.</li> <li>• Develop ability to perform as an ensemble.</li> <li>• Developed understanding of areas of success and areas to improve, including setting targets for future learning.</li> </ul>	<p>Students will be assessed on the process throughout the topic as well as the end performance. They will be assessed on their ability to compose lyrics and music for an anthem, how they perform this anthem and their understanding and analyse of their own musical development.</p>
<p><b>14-24 (Spring 1 &amp; 2)</b></p>	<p>World Music</p>	<ul style="list-style-type: none"> <li>• Identify key features of traditional Chinese, African, Latin-American and Indian music, such as, arrangement and structure.</li> <li>• Recognise different styles of music from around the world and make connections and differences.</li> <li>• Understand and apply rhythmic features, ostinato, polyrhythms, and cyclic rhythms.</li> <li>• Compose a piece of music using relevant components for the chosen style of music i.e., drone, ostinato, C pentatonic scale, structure, timbre, rhythm.</li> <li>• Develop an understanding and application of note value, semibreve, minim, crochet, quaver, semiquaver.</li> <li>• Engage with creative processes through composition.</li> <li>• Developed knowledge and creative application of musical elements, dynamics, texture, tempo, pitch, and timbre.</li> <li>• Develop performance skills working as a solo, duo, and small groups.</li> <li>• Develop performance skills as a large ensemble with increasing awareness of others.</li> </ul>	<p>Students are formatively assessed after each country has been visited. Summative assessment based on the grading criteria on how students consolidate learnt knowledge and skills when composing and performing for the given world county music.</p>
<p><b>25-38 (Summer 1 &amp; 2)</b></p>	<p>Music in Puppetry</p>	<ul style="list-style-type: none"> <li>• Understand how musical elements work and demonstrate the interaction with purposeful models of musical meaning.</li> <li>• Engage with creative processes through improvisation and composition.</li> </ul>	<p>Students will be assessed on their ability to compose and perform a piece of music for a</p>

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		<ul style="list-style-type: none"><li>• Understand and identify musical elements within established pieces of music to then realise in own composition, pitch, duration, dynamics, tempo, timbre, and texture.</li><li>• Continue to develop an understanding and application of note value, semibreve, minim, crochet, quaver, and semiquaver.</li><li>• Develop an understanding and application of rest value, semibreve, minim, crochet, quaver, and semiquaver.</li><li>• Improve fluency in music notation.</li><li>• Use of time signature and structure when composing, rehearsing, and performing.</li><li>• Develop communication, resilience and cooperation skills when composing music.</li><li>• Compose a piece of music which consolidates learning to creating atmosphere and meaning.</li><li>• Develop a piece of music to create atmosphere and meaning.</li><li>• Perform as a small group accurately.</li><li>• Analyse own learning journey and effectiveness of applied skills to create targets moving forward for learning in year 8.</li></ul>	<p>puppet show created in the Performing Arts lessons. They will be assessed against the grading criteria on their awareness of the musical elements, and ability to apply to create mood and meaning. Students will be assessed on the creative process, performance, and evaluation.</p>
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