


<p>Year: 7 Subject: Music</p>	<p>Curriculum Intent: To have a secure foundational knowledge of simple compositional devices that will be strengthened and broadened throughout year 8 and beyond.</p> <p>Pupils will develop their performance skills of fluency and expression as well as technical control of instruments, including electronic keyboards.</p> <p>Pupils will develop their listening and appraising skills through interaction with the best music that has been created, allowing pupils to appreciate, broaden and make sense of the subject.</p> <p>Pupils will be introduced to a range of online music-making resources in order to begin to integrate technology with their music learning.</p>					
	<p>Term 1 <i>Elements of Music and Rhythm and Pulse</i></p>		<p>Term 2 <i>Hooks and Riffs and Form and Structure</i></p>		<p>Term 3 <i>Instruments of the orchestra and Folk music</i></p>	
<p>Topic Titles (in order of delivery)</p>	<ol style="list-style-type: none"> 1. Introducing the elements of music 2. Baseline assessment 3. Introducing graphic scores and composing with the elements of music 4. Composing using the elements of Music 5. Performing using the elements of music 	<ol style="list-style-type: none"> 1. Exploring pulse and accents 2. Exploring rhythm grid notation 3. Exploring polyrhythms and ostinatos 4. Exploring junk percussion rhythms Rhythms of the underground 	<ol style="list-style-type: none"> 1. Introducing repeated musical patterns in sweet dreams 2. Exploring riffs and hooks in a popular song 3. Exploring repeated patterns in classical music 4. Exploring ostinato in music from the western classical tradition 	<ol style="list-style-type: none"> 1. Exploring form in music 2. Exploring binary form 3. Exploring ternary form 4. Exploring Rondo form Exploring musical forms and structures 	<ol style="list-style-type: none"> 1. Introducing the orchestra 2. Exploring the string section of the orchestra 3. Exploring the woodwind section of the orchestra 4. Exploring the brass section of the orchestra 5. Exploring the percussion section of the orchestra Exploring timbre and sonority 	<ol style="list-style-type: none"> 1. Folk song case study, sea shanty 2. Exploring folk dance – Irish jig and reel Creating a musical arrangement of a folk song.
<p>Key knowledge / Retrieval topics</p>	<ul style="list-style-type: none"> • Understand and recognise the Elements of Music: PITCH, TEMPO, DYNAMICS, DURATION, TEXTURE, TIMBRE or 	<ul style="list-style-type: none"> • Understand that pulse is a fundamental upon which music is built and performed. • Develop a feeling for and an awareness of a regular pulse in 	<ul style="list-style-type: none"> • Understand how music is based on repeated musical patterns • Understand and 	<ul style="list-style-type: none"> • Understand what Form and Structure is in music. • Understand what Question and Answer, Binary, Ternary and Rondo Forms are in music. • Recognise the 	<ul style="list-style-type: none"> • Learn about the layout and structure of the symphony of the orchestra. • Develop an understanding of musical instruments and how they are played, the 	<ul style="list-style-type: none"> • Use different forms of Musical Accompaniments to accompany traditional Folk Songs in different ways, showing an awareness of

	<p>SONORITY, ARTICULATION, SILENCE.</p> <ul style="list-style-type: none"> • Draw on the Elements of Music as a resource when composing, creating and improvising and use the Elements of Music effectively when performing and singing. • Recognise the Elements of Music when listening to and appraising music from different times and different places 	<p>music from different times and places.</p> <ul style="list-style-type: none"> • Distinguish between pulse/beat and rhythm. • Develop an understanding of note values in terms of duration, bars and simple time signatures. 	<p>distinguish between hooks, riffs and ostinatos</p> <ul style="list-style-type: none"> • Perform, create and listen to and appraise a range of music from different times and places based on Repeated musical patterns. 	<p>differences between music based on different Forms and Structures.</p> <ul style="list-style-type: none"> • Know how to label or identify different sections within a complete piece of music. • Recognise that music with a recurring or repeated section provides familiarity to the listener. • Recognise why Form and Structure is important in music. 	<p>families/sections, construction, different sound production methods and characteristic timbres/sonorities.</p> <ul style="list-style-type: none"> • Perform on orchestral instruments (where possible) or use orchestral tones/voices/sounds from keyboards as part of a 'class orchestra' with an awareness of the experience of 'performing together' as an ensemble and the roles of different instrumental parts and textural layers on the music as a whole. 	<p>intervals and the Harmony created.</p> <ul style="list-style-type: none"> • Understand the different textural layers and form and structure of Folk Songs. • Know some of the different instruments, timbres and sonorities often used in the performance of Folk Music. • Understand and use the different musical information given on a lead sheet and available musical resources in creating an effective Musical Arrangement of a Folk Song.
Assessment	<p>AO1 – Performance: Interpretation & performance of graphic score. Baseline performance assessment.</p>	<p>AO1 – Performance – unpitched percussion performance from relevant notations (rhythm grids & Western Notation)</p>	<p>AO1 – Performance of riffs and ostinatos from popular and classical music backgrounds.</p>	<p>AO1 – Performance of pieces of music in Binary, Ternary and Rondo form.</p>	<p>AO1 – Performance: Performing as part of a class orchestra.</p>	<p>AO1 - Performance of "The Wellerman" Sea Shanty</p>
	<p>AO2 – Composing: Composition using the Elements of Music.</p>	<p>AO2 – Composition of rhythm and polyrhythms using relevant notations.</p>	<p>AO2 – Composition – Composing a melody accompanied by repeated patterns.</p>	<p>AO2 – Composition of a piece in a standard structural form.</p>	<p>AO2 – Composition: Composition of a fanfare using brass sonorities.</p>	<p>AO2 – Composition: Arrangement of a folk piece of music</p>

	AO3/4 – Baseline assessment – Listening to and appraising music with Element of Music vocabulary.	AO3/4 – Listen to and appraise music in terms of its pulse, tempo and rhythmic features.	AO3/4 – Identifying textural layers of music that utilise repeated patterns.	AO3/4 – Listening and appraising of musical contrasts within set structures.	AO3/4 – Identifying sonorities from a range of orchestral instruments.	AO3/4 – Listening to and appraising music from the Folk Genre