

Year 7 Music

Year 7 Music Curriculum Information



All students should develop their skills in performance, composition and appreciation

	Key Question:	Specification:	Skill Focus:
Term 1:	What makes music interesting to listen to?	<p>The Planets</p> <ul style="list-style-type: none"> How to compose music to a stimulus How music can be represented in different ways such as graphic scores How to listen critically to music <p>Music for the Holidays</p> <ul style="list-style-type: none"> How to compose music to a stimulus How to practice music effectively to improve and be ready for performance How to read and perform music from treble clef Introduction to notes of the bass clef 	<p>Skills</p> <p>Notation - Students should be able to read and write notes from E up to F on the treble clef. They should understand that different forms of notation are also used in music such as graphic scores.</p> <p>Rhythms – Students should understand how to read and notate crotchets, crotchets rests and joined-quavers. Metre – 4/4 , 3/4</p>
Term 2:	What features of music are most important in creating a mood?	<p>Music for Film</p> <ul style="list-style-type: none"> How composers create music to match what is happening on screen How to work out notes of the treble and bass clef and transfer these skills to play melodies on keyboards. How to play chords in the left hand How to play in different keys How to use compositional techniques and devices to create a successful movie composition <p>Gamelan</p> <ul style="list-style-type: none"> How to compose music in a specific style How to read music and create an ensemble performance from notation Understand music from a different culture 	<p>Elements of Music – Students should understand how to identify aurally and use the following elements of music in composition – Dynamics, Tempo, Timbre</p> <p>Terminology – Students should understand what the following terminology means and how to apply its use during appreciation – piano, forte, allegro, andante, largo, crescendo, diminuendo, ostinato</p> <p>Instruments – Students should be able to recognize aurally the different sections of the orchestra and the main instruments in each. They should be able to play melodies on keyboard and glockenspiel and use a variety of percussion instruments with the correct technique.</p>
Term 3:	How do we connect with an audience?	<p>Ukulele and the Music of Hawaii</p> <ul style="list-style-type: none"> Students learn about the origins of the ukulele Students learn three different songs on the ukulele and how to play the chords using different strumming patterns. Students learn to sing at least one song whilst accompanying themselves on the ukulele. <p>Musical Theatre</p> <ul style="list-style-type: none"> Whole class and smaller group singing How to play Musical Theatre pieces on keyboard or their own instrument Understanding the main features of Musical Theatre 	<p>Concepts</p> <p>Understand that music can be used to create a specific mood and some of the techniques used to achieve this.</p> <p>Be able to keep time in an ensemble while playing different rhythms. Understand there are various ways to notate and read music and the advantages/disadvantages of these. Understand what makes a musical performance compared to a technically accurate one.</p>



Year 7 Music Assessment Information

Assessment	Time/Venue	What will be assessed?
1 : Linking to Term 1	<ul style="list-style-type: none"> • Baseline listening and theory test held in class – 1 hour • Composition assessment in class 	<p>Listening skills</p> <p>Knowledge of music terminology and elements of music</p> <p>Instruments of the orchestra recognition</p> <p>Performance skills on keyboard or own instrument</p>
2: Linking to Term 2	<ul style="list-style-type: none"> • Theory test of the notes of the treble clef– work on Microsoft Teams • Performance assessment in class • Ensemble performance of Gamelan music in class 	<p>Knowledge of notes of the treble clef notes.</p> <p>Ability to perform a solo piece on keyboard accurately</p> <p>Ability to work as part of an ensemble including timing and involving elements of music</p>
3: Linking to Term 3	<ul style="list-style-type: none"> • Final theory assessment held in-class • Performance on Ukulele in class • Musical Theatre performance as part of an ensemble in class 	<p>Knowledge of extended terminology and musical features</p> <p>Good practice technique resulting in improvements being made on ukulele</p> <p>Ability to work as part of an ensemble including timing and involving elements of music</p>

