

Music Curriculum Overview

Year 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	Introduction to the Elements of Music	Introduction to Keyboards	Ladders	Instruments of the Orchestra	Form and Structure	World Music – Chinese, Indian and African
Topic Objectives	<p>To identify how the elements of music form the building blocks in music making.</p> <p>To identify and perform using rhythms.</p> <p>To explore different ways of scribing music.</p>	<p>To explore the functions of the keyboard</p> <p>To introduce lines and spaces of the treble clef.</p> <p>To identify and locate the notes on the keyboard to play pieces using the correct finger technique.</p>	<p>To identify the difference between a major and minor scale.</p> <p>To use patterns to identify the notes in different scales.</p> <p>To compose a piece reflecting a mood using either a major or minor scale.</p>	<p>To explore the sections of the orchestra.</p> <p>To identify the sounds of common instruments.</p> <p>To explore how different instruments are played and how the orchestra works together.</p> <p>To explore timbre, sonority, and the role of the conductor.</p>	<p>To establish why form and structure is important in music making.</p> <p>To recognise the differences of music in different forms.</p> <p>To identify different sections within a piece of music and explore how to make music sound different.</p>	<p>To explore and compare traditional musical styles from across the globe.</p> <p>To look at how history in the countries impacts the style of music.</p> <p>To perform and create music using traditional techniques from across the globe.</p>
Acquired Knowledge/ Skills	Develop an understanding of: Pitch, dynamics, tempo, duration, texture, silence, ostinato, graphic score.	<p>Finger exercises.</p> <p>Learn the functions of a keyboard.</p> <p>Playing using appropriate hand position.</p> <p>Basic notation.</p>	<p>Scales including Major, Minor, Pentatonic and Chromatic.</p> <p>Tones and semitones and how they are used to create the scales.</p>	<p>Students aware of the layout of the Western Orchestra.</p> <p>Identifying and researching the different instrumental families and the</p>	<p>Exploring different structures including Call and Response, Binary Form, Ternary Form.</p> <p>Discussing how you can change musical elements to create</p>	<p>Exploring traditional Chinese, Indian and African music both theoretically and practically.</p> <p>Identifying traditional instrumentation of different countries.</p>

		Play a basic melody	Use of black notes and white notes. Composing Tonality.	instruments they contain. Exploring the role of the conductor and time signatures.	contrasting sections of music. Composing and performing pieces in a range of structures.	Performing and creating music from these different styles. Exploring the pentatonic scale, cross and polyrhythm, and raga.
Assessments	Identify the elements of music. Create a piece of music using voice or percussion showing an awareness of how the elements are used for effect.	Identifying the notes on the keyboard to perform a simple melody using the correct finger technique.	Students identify major or minor scale listening tasks explaining the difference in sound. Use the patterns of tones and semitones to figure out the notes of a range of scales. Compose a melody using the notes of a major or minor scale.	Presentations surrounding the different instrumental families. Listening tasks to identify key instruments. Practical exploration of conducting.	Compose and perform a piece with a contrasting section. Evaluate the effectiveness of the contrasting sections using music vocabulary.	Identifying, describing and comparing the different styles of world music. Performing as an ensemble in the style of African music. Composing a piece of music using an Indian Raga.
Other Links (e.g. SMSC, FBV, Greener Curriculum)	SMSC: Social development. Working in groups to create pieces of music.	SMSC: Moral – Being given responsibility for expensive instruments and trusted to keep them safe.	SMSC: Creative opportunity to compose their own music.	SMSC: Cultural development. Looking at different instruments and their origins.	Links with maths – Binary and ternary form.	SMSC: Tolerance, the rule of law, mutual respect, individual liberty.