



Curriculum Intent

Subject: Music

Year: 7

	What?	Why?	National Curriculum Links
Term 1-1 Listen	<p>Crucial Knowledge, Group Skills & Performance Workshopping.</p> <p>Whole class workshops and games based around key skills and crucial knowledge. Pulse circles, clap back and group vocal work on popular songs.</p>	<p>Used to introduce and embed crucial knowledge in an experiential and practical learning climate.</p> <p>Deep learning must involve a multi-style approach to provide novelty and produce internal motivation.</p>	<p>To engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.</p>
Term 1:2 Perf.	<p>Keyboard skills 1: Wimoweh</p> <p>Learn the note names, how the keyboard is structured, sharps and flats, finger development and hand coordination.</p> <p>1). Follow a series of developmental skill exercises.</p> <p>2). Employ our knowledge of the keyboard to play using note names.</p> <p>3). Use basic crucial knowledge within a performance of Wimoweh including musical elements such as tempo and pulse.</p>	<p>Keyboard knowledge and skills are fundamental to all the composition work we do at GCSE and beyond.</p> <p>Implement crucial knowledge as an essential way of describing the music we listen to and perform.</p> <p>Performing different parts within the piece helps develop the understanding of how pieces work.</p>	<p>To play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.</p> <p>To identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.</p> <p>To develop a deepening understanding of the music that</p>



			they perform and to which they listen, and its history.
Term 2-1 Perf.	Ukeacademy	Personal technique: how to play the Ukulele. Be able to play the Ukulele; linking the learning to crucial knowledge and the elements of music. Introduce ensemble skills and practical rehearsal technique to produce a group performance.	To play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness.
Term 2-2 Listen.	Instruments of the orchestra Peter and the Wolf Study Peter and the Wolf and Bill Bailey's Young persons guide to the orchestra.	Develop listening skills to identify instruments through sound, learn what they look like, the pitch of the sounds and the families they are in.	Understand and explore how music is created, produced and communicated Listen with increasing discrimination to a wide range of music from great composers and musicians.
Term 3-1 Perf.	Popular song Performance Choose a song and aim to perform it either on music technology resources or instruments.	Explore music of their choice through song analysis, aiming to develop an understanding of style, instrumentation, harmony and melody. Use these features as an influence and guide to set a vision of how their song will sound and aim to create it using instruments and Garage Band.	To play and perform confidently in a range of solo and ensemble contexts using their voice, playing



			<p>instruments musically, fluently and with accuracy and expression.</p> <p>To develop a deepening understanding of the music that they perform and to which they listen, and its history.</p> <p>They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.</p>
<p>Term 3-2</p> <p>Comp.</p>	<p>Music technology: The X Files</p> <p>Experientially use crucial knowledge such as structure, rhythm, tempo, pitch and harmony aiming to re-create our own version of the Xfiles theme.</p>	<p>To learn the basics of melody development through performance and recording of the X Files theme.</p> <p>Identify the tonality of the music and be able to choose sounds that work well in the composition.</p> <p>Introduce , be able to employ the software capabilities to create an effective piece of film music.</p>	<p>To use technology appropriately and have the opportunity to progress to the next level of musical excellence.</p> <p>To understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p> <p>They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.</p>