

Year 7 – Music 2024-25

Curriculum intent	The music curriculum is designed and sequenced to enable learners to develop their knowledge of genres of music, musical skills, techniques, terminology and creativity which builds from Y7-Y11. They will advance their music listening skills alongside their performing skills. All activities and studies are intended to engage and inspire pupils to develop a love of music and increase their self-confidence and creativity.					
Term	Autumn 1 – Introduction to music skills	Autumn 2 – Brazilian Beats (Rhythm/ostinato/samba)	Spring 1 – What's That Sound? (Recognising instruments)	Spring 2 – Filling it Out (Chords/blues)	Summer 1 – Get it Together (Ensemble playing/dance music)	Summer 2 – Listening to Legends (Repertoire)
Knowledge	Students will begin to develop their knowledge of rhythm and pitch, including the drink rhythms and an initial understanding of the notes of the stave. This will be achieved through practical study of a piece of keyboard music (Electrowave), complimented by theory and listening activities. All pupils given the opportunity to sing.	Students will develop their understanding of rhythm and pulse via Brazilian samba music. They will also learn the names of the instruments used for Samba. Students will use vocal skills for drink rhythm combinations.	Students will develop knowledge of how different instruments sound and look and the rationale behind the musical families Students will also develop their understanding of the orchestra, which instruments are conventionally included and how orchestral music sounds.	Students will develop the knowledge of how to make and use chords and also what the chords are in the 12 bar Blues. The learn further key vocabulary (including chords/triads, walking bass, improvisation and the 12 bar blues) and listening skills relating to blues and associated genres of music. Students will compose and perform a blues song.	Students develop their ensemble performing skills and learn how simple parts can combine to make more complex music.	Students improve their ability to perform chords and melodies. They will also describe music using the correct vocabulary. They do this via listening to legendary pop performers.
Skills	Students will develop the music skills of: • Listening skills. • Rhythm reading skills. • Keyboard geography and how this relates to written music. • Singing.	Students will develop the skills of: • Rhythm skills. • Ensemble skills. • Listening skills. • Also, their ability to maintain that rhythm as an ensemble. • Vocal skills.	Students will develop the skills of: • Listening skills in terms of musical families. • Listening skills in terms of individual orchestral instruments.	Students will develop the skills of: • Keyboard skills • Relationships between the melody and accompaniment. • Performing skills. • Singing.	Students will develop the skills of: • Further exploration of playing as an ensemble. • Skills on other instruments such as bass	Students will develop the skills of: • Ensemble performance • Listening • Vocabulary

					guitar, synthesiser.	
Assessments	Listening each lesson for the first half-term to build their knowledge and skills. MAT: Practical assessment of Electrowave. Mastery Recall Task.	MAT: At the end of HT2 students are assessed on their rhythm composition skills. Mastery Recall Task.	MAT: At the end of HT3 students are assessed as part of a test of recognising the instruments. Assessment of listening skills in the form of an exam. Mastery Recall Task.	MAT: Students assessed via practical performance. Mastery Recall Task.	MAT: Students will perform their ensemble performance at the end of the half-term. Mastery Recall Task.	MAT: Students will be assessed via practical performance. Mastery Recall Task.
Curiosity	Students could visit musictheory.net	Listening to Samba music.	Students could visit musictheory.net - Keyboard Mangold Project – keyboard for beginners	Students could visit BBC Teach – blues	Watch Ride on Time – Black Box (YouTube) The Power – Snap (YouTube)	Flipping Fantastic (YouTube)

