

## Year 7 Curriculum Overview Plan: Music

Sequence of Lessons 1 <b>Unit 1:</b> African Drumming – Texture and keeping in time.	Sequence of Lessons 2 Keyboard skills and the Treble Clef.	Sequence of Lessons 3: Chords - C major	Sequence of Lessons 4: Bandlab - Using chords and drum beats.	Summer 2 <b>UNIT 6:</b> Scales - Composing and structuring a melody.
<p><b>Key Theme:</b> Assess students KS2 musical understanding. Students learn how to perform and compose rhythms through African Drumming.</p> <p><b>N.C 1,2</b></p> <p><b>Instrument Technique</b> Bass, tone, slap – Djembe.</p>	<p><b>Key Theme:</b> This unit uses knowledge from unit 1 to embed keyboard technique, rhythms and the treble clef. Students complete a range of keyboard exercises before performing their first song.</p> <p><b>N.C 1,3</b></p> <p><b>Instrument Technique</b></p>	<p><b>Key Theme:</b> Students learn how to sing, play keyboard and guitar. The class will learn a range of chords and rhythms during this SOW. There will be a huge focus on techniques.</p> <p><b>N.C 1,3</b></p> <p><b>Instrument Technique</b> Keyboard technique- using correct 5 finger right hand position.</p>	<p><b>Key Theme:</b> Students use their polyrhythm rhythm grid understanding from unit 1, keyboard skills from unit 2 and instrumentation from unit 3 to create a small piece of EDM music.</p> <p><b>Vocal Work:</b> Demonstrating textures through voice work: unison, polyphony, monophonic,</p>	<p><b>Key Theme:</b> Learning about the importance of scale in both a Western context (major, minor) and Asia (pentatonic) and how these are underpinned by a strong musical tradition. Students will compose a range of melodies using scales and structure these.</p> <p><b>Vocal Work:</b></p>

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<p><b>Vocal Work:</b> Warm-ups. Voice care. Call &amp; Response songs.</p> <p><b>Listening</b> A range of traditional African drumming and vocal pieces. African pop music – Yemi Alade.</p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b> Learn note values. Learn how to read, compose and perform rhythms. Play a djembe with good technique. Understand and compose using polyphony, unison and monophonic.</p>	<p>Keyboard technique- using correct 5 finger right hand position.</p> <p><b>Vocal Work:</b> Sight singing using the treble clef. Vocalising assessment pieces Ode to Joy and O When the Saints.</p> <p><b>Listening</b> Ode to Joy Beethoven O When the Saints – James M Black.</p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b> Know the main symbols used in notation. Continue to learn rhythmic values.</p>	<p>3 fingered chords in left hand. Guitar technique – 3 string chords with correct fingers.</p> <p><b>Vocal Work:</b> Using unit 1 and 2 vocal techniques to perform a range of pop melody lines in the key of C. Performing 2 parts (bass lines and melody).</p> <p><b>Listening</b> Katy Perry – Roar – Teenage Kicks – The Undertones RipTide – Vance Joy Bad Habits – Ed Sheeran</p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b> Perform major triads</p>	<p><b>Listening</b> Canon in D Avicii Levels Other EDM songs that may be suitable to the class.</p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b>  Learn how to use a sequencer, select and edit loops. Learn how to program drum, bass and chord loops.</p> <p><b>N.C 2,3,4,5,6</b></p> <p><b>Links to Prior Learning:</b> UNIT 1 2 3 - Students use rhythms, their understanding of chords from unit 2 and musical texture from unit 3 to build a</p>	<p>Singing in both major and minor keys.</p> <p><b>Instrument Technique</b> Keyboard – major and minor scale technique using under and over. Drones in left hand. Guitar – reading tab.</p> <p><b>Listening</b> Traditional music of china. A range of pieces from the Western Classical Tradition.</p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b> Using structure techniques, keyboard skills and ensemble skills to build pieces of music.</p>
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<p><b>Links to Prior Learning:</b></p> <p>This is an opportunity for teachers to evaluate students past learning allowing them to suitably differentiate their KS3 learning. Some students may already understand rhythm, rhythmic values including rests, ensemble skills, composition skills. This unit builds upon or creates rhythmic foundations.</p> <p><b>Key Assessment Pieces:</b> <u>Baseline Quiz</u> Baseline quiz. Singing. <u>African Drumming Quiz</u> Rhythm Composition.</p>	<p>Learn how to identify notes in the treble clef. Be able to perform a melody using excellent keyboard technique. Perform chords.</p> <p><b>Links to Prior Learning:</b> UNIT 1 - Requires understanding of unit 1 enabling students to apply pitch to rhythms.</p> <p><b>Key Assessment Pieces:</b> 1) Keyboard performance demonstrating treble clef knowledge. 2) Treble Clef Quiz</p> <p><b>Tier 3 Vocabulary Vault:</b></p>	<p>in C major on both keyboard and guitar.</p> <p><b>Links to Prior Learning:</b> UNIT 1 and 2 Requires understanding of keyboard technique and rhythm.</p> <p><b>Key Assessment Pieces:</b> 1) Keyboard or guitar performance demonstrating chord knowledge. 2) Treble clef, rhythm and chord knowledge quiz.</p> <p><b>Tier 3 Vocabulary Vault:</b></p>	<p>piece using technology.</p> <p><b>Key Assessment Pieces:</b></p> <ol style="list-style-type: none"> <li>1) Bandlab recording.</li> <li>2) Technology quiz.</li> </ol> <p><b>Tier 3 Vocabulary Vault:</b> MONOPHONIC, MELODY AND ACCOMPANIMENT, UNISON, LOOP, HOOK, RIFF, DYNAMICS, SYNCOPATION</p> <p><b>Reading Exposure:</b> Reading guides and tutorials. Reading subtitles on instructive videos.</p>	<p><b>Links to Prior Learning:</b></p> <p>This is an end of unit topic that brings together all learning from the year.</p> <p><b>Key Assessment Pieces:</b></p> <ol style="list-style-type: none"> <li>1) Composition of pentatonic scale composition.</li> <li>2) End of topic assessment.</li> </ol> <p><b>Tier 3 Vocabulary Vault:</b> PENTATONIC SCALE, SCALE, RIFF, CHINESE INSTRUMENTS, TERNARY FORM.</p>
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<p><b>Tier 3 Vocabulary Vault:</b> CANON, POLYPHONIC, UNISON, RHYTHM, RHYTHMIC VALUES...</p> <p><b>Reading Exposure:</b> Exam questions. Reading rhythms. African drumming context.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b></p> <p>Year 7 begin with rhythm to give them a solid foundation on which to build or continue their musical journey. To embed rhythm, note values enabling</p>	<p>TREBLE CLEF, keyboard technique, notation, RESTS, chords.</p> <p><b>Reading Exposure:</b> Exam questions. Reading rhythms. Reading notation.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b></p> <p>To enable students to be able to perform with good technique and understand treble clef notation through practical exposure, DINs, recall and the vocabulary vault.</p>	<p>Chords, warm-ups, breathing techniques, rests, 1,2 and 4 beat notes, crotchet, minim, semi-breve.</p> <p><b>Reading Exposure:</b> Exam questions. Reading rhythms. Reading notation. Reading keywords.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b></p> <p>Recapping unit 1 and 2 knowledge through low stakes DINs and using key terminology across the lessons.</p>	<p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b> Linked to G.C to allow home learning. Students bring knowledge of all 3 units and visualise this using a sequencer.</p>	<p>RONDO FORM, BINARY FORM</p> <p><b>Reading Exposure:</b> Music of China context.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b> Linking learning to prior units. DINS Recall DINS Low stakes quiz</p>
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students to be able to perform from notation. To learn about structure and textures.		Linking learning to prior units.		
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