

Curriculum Overview

Subject: Music
Year Group: 7




- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Students learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- 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. Students are encouraged to articulate and record specialist terms to develop their understanding of the subject.

TERM 1	TERM 2	TERM 3
KNOWLEDGE/SKILLS <ul style="list-style-type: none"> • Through vocal performance, students compose a libretto. • Polyphonic vocal composition and performance. • Learning and understanding the elements of music. • Basic piano performance that can be differentiated to stretch and challenge. • Graphic notation and traditional treble clef notation. 	KNOWLEDGE/SKILLS <ul style="list-style-type: none"> • Through instrumental performance, students work as an ensemble. • Instrumental tuition (Guitar, Bass, Keyboard, Drum Kit and Microphone) and performance. • Independent study and time management in piano practice and rehearsal. • Reading score notation whilst playing keyboard. • Prescribed piano performances that are differentiated to stretch and challenge. 	KNOWLEDGE/SKILLS <ul style="list-style-type: none"> • Digital music techniques, composing to a brief, exploring sound and emotion, working with a partner. • Polyphonic composition and electronic “bouncing”. • World music (Africa) and understanding rhythm. • Hand drumming technique. • Composition of polyrhythmic and cross rhythm ensembles with master drumming and call & response.
KEY ASSESSMENTS Half term 1: Musicals composition & performance Half term 2: Elements of Music	KEY ASSESSMENTS Half term 1: Band Carousel Half term 2: Chase piano course / Instruments of the Orchestra	KEY ASSESSMENTS Half term 1: Soundscapes Half term 2: African drumming

Extended reading suggestions and external resources:
 YouTube
 Band Lab / Sound trap
 BBC Bitesize

Music KS3 Assessment Criteria

	Bronze 	Silver 	Gold 	Platinum 
Performance Marks “When I play or sing....”	<p>Technique: The performance shows some control but it is limited.</p> <p>Expression & Interpretation: Unsuitable or inconsistent tempo in places. Limited use of dynamics, phrasing or articulation.</p> <p>Accuracy & Fluency: There are errors in pitch and/or rhythm but the music is coherent and reasonably fluent.</p>	<p>Technique: The performance shows basic control and co-ordination.</p> <p>Expression & Interpretation: Tempo is usually appropriate and mostly consistent. Some dynamics, phrasing articulation.</p> <p>Accuracy & Fluency: There are some errors in pitch and/or rhythm which impact on fluency but the end product is successful.</p>	<p>Technique: The performance shows good control with occasional slips.</p> <p>Expression & Interpretation: Tempo is well chosen and consistent. Appropriate use of dynamics, phrasing and articulation.</p> <p>Accuracy & Fluency: There are very few errors in pitch and/or rhythm and the piece is mostly fluent.</p>	<p>Technique: The performance shows good technical control.</p> <p>Expression & Interpretation: Tempo is good throughout. Use of dynamics, phrasing and articulation is excellent.</p> <p>Accuracy & Fluency: The performance is fluent and largely accurate. Any errors do not impact on success.</p>
Composing Marks “When I write music...”	<p>Development: The composition shows some longer phrasing but it is limited.</p> <p>Texture & Form: Unsuitable tempo in places. Limited use of dynamics, contrast or structure.</p> <p>Production: There are errors in pitch and/or rhythm and choice of loop but the music is coherent and reasonably recorded.</p>	<p>Development: The composition shows some basic ideas with some development.</p> <p>Texture & Form: Tempo is usually appropriate. Some dynamics, phrasing and structure which is consistent with genre.</p> <p>Production: There are some errors in pitch and/or rhythm which impact on production but the end product is successful.</p>	<p>Development: The composition shows good ideas with development and some fluency.</p> <p>Texture & Form: Tempo is well chosen. Appropriate use of dynamics, phrasing and structure. Style and individuality shows in choices made.</p> <p>Production: The composition is mostly fluent and has some style. Production is good and has some individuality.</p>	<p>Development: The composition shows good use of ideas, development and fluency.</p> <p>Texture & Form: Tempo and style is good throughout. Use of dynamics, phrasing and structure is excellent and enhances the composition.</p> <p>Production: The composition is fluent and stylish. Production is individual and stylistic. Choices are well thought out and implemented.</p>

<p>Listening & Theory Marks “When I hear music...” or “When I write down music...”</p>	<p>Elements: Understand the musical devices: ostinato, pedal note and sequence. Understand the word timbre and how to use it in my explanations. Identify musical processes (improvisation). Identify round, aria, recitative and chorus.</p> <p>Notation: Read stave treble clef notation. Recognise quaver, crotchet, minim and semibreve. Read basic guitar and ukulele tabs. Recognise graphic notation.</p> <p>History: Recognise what era a piece of music comes from. Identify where a piece of music may have come from.</p>	<p>Elements: Understand music devices: foley, FX, reverb, panning. Identify simple structures (binary, ternary and rondo). Identify ornamentation. Describe my own work using musical language. Identify the instruments of the orchestra from sound.</p> <p>Notation: Read stave bass clef notation. Read treble clef notation with ledger lines. Write basic notation with some accuracy. Read chord grids for guitar and/or ukulele. Recognise basic drum notation. Understand simple time and basic key signatures.</p> <p>History: Work out the differences between types and styles of music from many eras. Suggest what may have influenced different types and styles of music.</p>	<p>Elements: Understand music devices: ornamentation, pitch blend, sampling and vocoder. Hear and vocalise the differences between parts and instruments not always using the correct language. Identify different structures and make comparisons.</p> <p>Notation: Read treble and bass notation fluently. Recognise semiquavers, breves and dotted notes. Understand compound time and more complex key signatures. Write notation accurately with only few errors in pitch and/or rhythm. Follow transposing scores. Understand tabs, chord grids and drum notation.</p> <p>History: Explain the differences between types and styles of music from many eras not always using the correct language. Make comparisons between music from different eras.</p>	<p>Elements: Understand all music devices. Hear and vocalise the differences between parts and sections of music using the correct language and terminology. Identify and explain different structures and make complex comparisons.</p> <p>Notation: Understand transposing scores. Recognise all rhythmic notation. Write notation accurately with no errors in pitch or rhythm. Understand and implement the circle of fifths. Understand and complex time signatures.</p> <p>History: Explain the differences between types and styles of music from many eras always using the correct language. Make complex comparisons between music from different eras and cultures.</p>
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