

**Subject: Music**  
**Year 7**  
**Curriculum Overview**



**Intent:** By the end of the year students will have explored the key fundamentals of music. They will begin their journey with an understanding of the voice, pitch and how this is applied on a staff. Students then use their knowledge to explore rhythmic devices, musical elements and keyboard skills. Students consolidate the skills they have developed to produce an ensemble performance. Students will also develop an appreciation of music in history by exploring Blues.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Assessment 1			Assessment 2		
<b>Core Course Topic:</b> These topics are taught through the identified terms. They are taught in small bitesize chunks and revisited regularly.	<b>Unit 1 – Developing as a Musician</b> Have a understanding of the voice and how to successfully execute a vocal performance in an ensemble context	<b>Unit 2 - Rhythm</b> Be able to recognise different note lengths, names and values	<b>Unit 3 - Keyboard Skills</b> Develop basic keyboard skills and understanding of notation	<b>Unit 4 – Ensemble Skills</b> Exploring the link between instrumentation and performing as a class ensemble	<b>Unit 5 – Musical Elements</b> Develop knowledge of key elements in Music	<b>Unit 6 – Historical Context</b> Exploring Cultural Capital, History and music in context
<b>Additional support links:</b>	<a href="#">Vocal Warmup</a>  <a href="#">Vocal Warmup</a>	<a href="#">Musical Instruments</a>	<a href="#">Keyboard- Before you Go</a>  <a href="#">Virtual Keyboard</a>	<a href="#">Ukulele</a>	<a href="#">Bitesize</a>	<a href="#">Bitesize</a>
<b>Knowledge:</b>	<ul style="list-style-type: none"> <li>Understanding of Pitch, Vocal Warmups, Structure and use of the voice.</li> <li>Ability to work within a group format sharing and collaborating ideas.</li> <li>Evaluating and peer assessing work, focusing on critical thinking and improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of notation and rhythmic devices</li> <li>Ability to work within a group format sharing and collaborating ideas.</li> <li>Evaluating and peer assessing work, focusing on critical thinking and improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Sight reading, keyboard skills, key signatures, note lengths</li> <li>Ability to work within a group format sharing and collaborating ideas.</li> <li>Evaluating and peer assessing work, focusing on critical thinking and improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of String Instruments e.g. guitar and ukulele. Ensemble skills</li> <li>Ability to work within a group format sharing and collaborating ideas.</li> <li>Evaluating and peer assessing work, focusing on critical thinking and improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of how elements work together to produce a piece of music</li> <li>Ability to work within a group format sharing and collaborating ideas.</li> <li>Evaluating and peer assessing work, focusing on critical thinking and improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of genre specific terminology, Blues Music –</li> <li>Impact on Music today</li> <li>Stylistic awareness</li> <li>Ability to work within a group format sharing and collaborating ideas.</li> <li>Evaluating and peer assessing work, focusing on critical thinking and improvement.</li> </ul>
<b>Skills:</b>	<ul style="list-style-type: none"> <li>Performance Skills,</li> <li>Confidence and flair,</li> <li>leadership skills</li> <li>Teamwork.</li> <li>Preparing pupils for exam success.</li> <li>Collaboration/teamwork</li> <li>Reviewing (Identify success criteria)</li> <li>Peer/self-assessment</li> <li>Confidence in performing to an audience.</li> <li>Audience skills.</li> </ul>	<ul style="list-style-type: none"> <li>Compositional skills,</li> <li>improvisation,</li> <li>Confidence and flair,</li> <li>leadership skills</li> <li>Teamwork</li> <li>Preparing pupils for exam success.</li> <li>Collaboration/teamwork</li> <li>Reviewing (Identify success criteria)</li> <li>Peer/self-assessment</li> <li>Confidence in performing to an audience.</li> <li>Audience skills.</li> </ul>	<ul style="list-style-type: none"> <li>Sight reading,</li> <li>Performance skills</li> <li>Co-ordination (use of two hands),</li> <li>Confidence and flair</li> <li>Preparing pupils for exam success.</li> <li>Collaboration/teamwork</li> <li>Reviewing (Identify success criteria)</li> <li>Peer/self-assessment</li> <li>Confidence in performing to an audience.</li> <li>Audience skills.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of music in a group context</li> <li>Aural perception</li> <li>Communication skills</li> <li>Preparing pupils for exam success.</li> <li>Collaboration/teamwork</li> <li>Reviewing (Identify success criteria)</li> <li>Peer/self-assessment</li> <li>Confidence in performing to an audience.</li> <li>Audience skills.</li> </ul>	<ul style="list-style-type: none"> <li>Compositional techniques</li> <li>Expression and articulation</li> <li>Creativity</li> <li>Preparing pupils for exam success.</li> <li>Collaboration/teamwork</li> <li>Reviewing (Identify success criteria)</li> <li>Peer/self-assessment</li> <li>Confidence in performing to an audience.</li> <li>Audience skills.</li> </ul>	<ul style="list-style-type: none"> <li>Sight reading</li> <li>Group work</li> <li>Performance skills,</li> <li>Stylistic accuracy,</li> <li>Improvisation and confidence and flair</li> <li>Preparing pupils for exam success.</li> <li>Collaboration/teamwork</li> <li>Reviewing (Identify success criteria)</li> <li>Peer/self-assessment</li> <li>Confidence in performing to an audience.</li> <li>Audience skills.</li> </ul>
<b>Common Lexicon:</b>	Pitch, Scales, Unison, Pulse, Intro, Verse, Chorus	Crotchet, Minimum, Quaver, Semi Quaver and Semi Breves	Grand Staff, Treble Clef, Bass Clef, Ledger Lines, Duet, Solo, Ties, Accidentals	Fret board, Tab, Genre, Arrangement, Root notes, plucking, strumming, plectrum	Dynamics, Tempo, Texture, Timbre, Silence, Duration, Melody, Structure, Tonality, Pitch, Rhythm	Renaissance Baroque Mediaeval