

	Content /Topic	NC/Specification reference	Essential Knowledge	Assessment	Rationale
<b>Year 7</b>					
<b>HT1</b>	1. Rhythm and Pulse	<ul style="list-style-type: none"> <li>• Play &amp; Perform</li> <li>• Improvise &amp; Compose</li> <li>• Reading staff &amp; other notations</li> <li>• Listening to Great Composers</li> <li>• Inter-related Dimensions of Music</li> </ul>	<p>KS3 starts with teaching the importance of pulse and how it is a fundamental upon which music is built and performed. Students will develop a feeling for and an awareness of a regular pulse in music from different times and places. They will distinguish between pulse/beat and rhythm and develop and understanding of note values in terms of duration, bars and simple time signatures. Students will come across subject specific language such as rhythm, pulse, beat, time signature, accent, rhythm grid notation, breve, semibreve, minim, crotchet, quaver, pair of quavers, bar, bar Line, ostinato, cyclic rhythm, polyrhythm.</p>	<p>Summative Assessment: Students will be given the opportunity to bring altogether their knowledge about rhythm, pulse and note values through the following composing and performance tasks:</p> <ul style="list-style-type: none"> <li>• Rhythm Grid Performance assessed using assessment criteria.</li> <li>• Train Station Rhythm Journey.</li> <li>• End of Unit Test.</li> </ul> <p>Formative Assessment Student's work is also assessed in other forms:</p> <ul style="list-style-type: none"> <li>• Self/Peer assessment (written and verbal)</li> <li>• Class/group critique</li> <li>• Verbal feedback.</li> </ul>	<p>We have conducted a review of the KS2 curriculum and the Year 7 provision does not repeat this. The first unit Rhythm and Pulse builds on knowledge and sense of rhythm/pulse from KS2. A sense of pulse is fundamental, a prerequisite of almost all musical activity. As such, it needs to be understood from the outset and then developed and strongly reinforced throughout Key Stage 3. This unit introduces or reintroduces the concept of pulse through a variety of experiences which include pulse games and other rhythmic activities, the creation of patterns, including ostinati, and repetitive rhythmic textures – cyclic and polyrhythms, listening activities and the composition and performance of class and group rhythm pieces. Through composing and performing, students are introduced to rhythm grids and rhythm grid notation which can be extended to include single line rhythm notation using the note values of a semibreve, minim, crotchet, quaver and pair of quavers.</p>
<b>HT2</b>	2. Elements of Music	<ul style="list-style-type: none"> <li>• Play &amp; Perform</li> <li>• Improvise &amp; Compose</li> <li>• Reading staff &amp; other notations</li> <li>• Listening to Great Composers</li> </ul>	<p>Understand and recognise the Elements of Music: <b>PITCH, TEMPO, DYNAMICS, DURATION, TEXTURE, TIMBRE</b> or <b>SONORITY, ARTICULATION, and SILENCE.</b>  Draw on the Elements of Music as a resource when composing, creating and improvising and use the Elements of Music effectively when performing and singing.  Recognise the Elements of Music when listening to and appraising</p>	<p>Summative Assessment: Students will be given the opportunity to bring altogether their knowledge about the elements of music through the following composing and performance tasks:</p> <ul style="list-style-type: none"> <li>• Stimulus Composition &amp; performance.</li> </ul>	<p>Students learn about Pitch, Dynamics, Duration, Tempo, Texture, Timbre or Sonority, Articulation and Silence and are introduced to Graphic Notation and Graphic Scores. It is hoped that this unit will develop pupil's understanding of the Elements of Music (Inter-related Dimensions of Music) and provide students with a foundation of musical vocabulary for use at Key Stage 3 which can be developed for Key Stage 4 Music.</p>

		<ul style="list-style-type: none"> <li>• Inter-related Dimensions of Music</li> <li>• Musical Contexts</li> </ul>	<p>music from different times and different places. Students will come across subject specific language such as Pitch, Tempo, Dynamics (<i>pp, p, mp, mf, f, ff, cresc., dim., &lt;, &gt;</i>), Duration, Texture, Timbre, Sonority, Articulation, Silence,</p>	<ul style="list-style-type: none"> <li>• End of unit test.</li> </ul> <p>Formative Assessment Student's work is also assessed in other forms:</p> <ul style="list-style-type: none"> <li>• Self/Peer assessment (written and verbal)</li> <li>• Class/group critique</li> <li>• Verbal feedback.</li> </ul>	
<b>HT3</b>	3. Pitch & Notation	<ul style="list-style-type: none"> <li>• Play &amp; Perform</li> <li>• Reading staff &amp; other notations</li> <li>• Inter-related Dimensions of Music</li> </ul>	<p>In this unit students are given the opportunity to transfer their gained musical skills onto a different instrument. This will test their rhythm and coordination skills. Students will gain knowledge about the following subject specific language Staff Notation, Stave, Treble Clef, line notes, space notes, form, structure (and letters associated ABC etc....), repeat sign.</p>	<p>Summative Assessment: Students will be given the opportunity to bring altogether their knowledge about pitch and notation through the following composing and performance tasks:</p> <ul style="list-style-type: none"> <li>• “Plink Plonk Rag” Glockenspiel solo &amp; class performance.</li> <li>• End of unit test.</li> </ul> <p>Formative Assessment Student's work is also assessed in other forms:</p> <ul style="list-style-type: none"> <li>• Self/Peer assessment (written and verbal)</li> <li>• Class/group critique</li> <li>• Verbal feedback.</li> </ul>	<p>Students learn about treble clef notation and how to interpret this to perform pieces of music. It is hoped that this unit will link prior learning about rhythm/note values and the musical element of pitch together. Here students will strengthen their knowledge about how melody is constructed from the two and how musical phrases/sentences and form/structure can be used in music. Students will solo perform, and class perform using tuned percussion instruments and performing in time with an accompaniment.</p>
<b>HT4</b>	4. Instruments of the Orchestra	<ul style="list-style-type: none"> <li>• Play &amp; Perform</li> <li>• Reading staff &amp; other notations</li> <li>• Listening to Great Composers</li> <li>• Inter-related</li> </ul>	<p>In this unit students learn about the layout and structure of the symphony orchestra. They develop an understanding of musical instruments and how they are played, the families/sections, construction, different sound production methods and characteristic timbres/sonorities. Students are given the opportunity to perform on orchestral instruments (where possible) or use</p>	<p>Summative Assessment: Students will be given the opportunity to bring altogether their knowledge about the instruments of the orchestra through the following performance task:</p> <ul style="list-style-type: none"> <li>• Solo performance.</li> <li>• End of unit test.</li> </ul>	<p>This unit develops students’ knowledge and understanding about orchestral instruments and families/sections of orchestral instruments. Students learn about the construction, sound production and timbres/sonorities of different orchestral instruments, the layout, grouping and the instruments which belong to each section of a modern symphony orchestra. Key to this unit is student’s understanding</p>

		<p>Dimensions of Music</p> <ul style="list-style-type: none"> <li>• Musical Contexts</li> </ul>	<p>orchestral tones/voices/sounds from keyboards as part of a 'class orchestra' with an awareness of the experience of 'performing together' as an ensemble and the roles of different instrumental parts and textural layers on the music as a whole.</p> <p>Subject specific language used and gained will be Strings, Woodwind, Brass, Percussion, Tuned Percussion, Untuned Percussion, Orchestra, Ensemble, Section/Family, Conductor, Pitch, Timbre, Sonority, Arco, Pizzicato, and Bow.</p>	<p>Formative Assessment</p> <p>Student's work is also assessed in other forms:</p> <ul style="list-style-type: none"> <li>• Self/Peer assessment (written and verbal)</li> <li>• Class/group critique</li> <li>• Verbal feedback.</li> </ul>	<p>of the terms: <b>TIMBRE AND SONORITY</b> with a general introduction to the orchestra followed by exploring one orchestral section or family per lesson.</p> <p>This unit is enhanced by pupil's being able to explore and perform on traditional orchestral instruments "as a class orchestra", but with an awareness of limitations on resources, suitable keyboard voices can be used or any students who play orchestral instruments could be encouraged to perform on these during lessons.</p>
<b>HT5</b>	5. Keyboard Technique	<ul style="list-style-type: none"> <li>• Play &amp; Perform</li> <li>• Reading staff &amp; other notations</li> <li>• Listening to Great Composers</li> <li>• Inter-related Dimensions of Music</li> </ul>	<p>In this unit students will understand how the classroom keyboard is used and played. They will practice pieces of keyboard music to build skills and understanding of reading music and playing an instrument using correct posture, fingering and accuracy of pitch and rhythm.</p> <p>Students will understand the importance of "warming-up" before playing a keyboard or piano and the concept of piano fingering (1-5).</p> <p>Students will learn about the following subject specific keywords; layout of a Piano/Keyboard, Treble Clef, Treble Clef Staff Notation, Stave, Staff, Lines, Spaces, Black Notes, Sharps, Flats, Scale, Left Hand (LH), Right Hand (RH), Melody, Keyboard Functions, Fingering (1-5), Keyboard Chords, Warm-Up, "Middle C"</p>	<p>Summative Assessment:</p> <p>Students will be given the opportunity to bring altogether their knowledge about keyboard technique through the following performance task:</p> <ul style="list-style-type: none"> <li>• "Love Me Tender" Keyboard Solo performance.</li> <li>• End of unit test.</li> </ul> <p>Formative Assessment</p> <p>Student's work is also assessed in other forms:</p> <ul style="list-style-type: none"> <li>• Self/Peer assessment (written and verbal)</li> <li>• Class/group critique</li> <li>• Verbal feedback.</li> </ul>	<p>This unit is all about effective keyboard performance technique including basic treble clef staff notation.</p> <p>Students establish the importance of correct playing position and posture and the importance of keyboard warm-ups.</p> <p>Students move on to learn about using keyboard fingering for better playing skills, built through a range of exercises such as scales and simple right-hand melodies in the key of C Major.</p> <p>Students explore the layout of the keyboard in terms of white and black keys and their note names; sharps and flats as enharmonic equivalents and explore how to "read music" in the form of simple melodies and melodies from popular songs from treble clef staff notation.</p> <p>They then move on to add a second part of basic chords with the left hand.</p> <p>The final lesson(s) have been left as "Independent Practice" where, it is hoped, that through their skills, knowledge and understanding of 'good keyboard practice and playing technique', students will take responsibility for their own learning of a solo keyboard piece which can be performed at the end of the unit.</p>

<p><b>HT6</b></p>	<p>6. The Ukulele</p>	<ul style="list-style-type: none"> <li>• Play &amp; Perform</li> <li>• Reading staff &amp; other notations</li> <li>• Listening to Great Composers</li> <li>• Inter-related Dimensions of Music</li> <li>• Musical Contexts</li> </ul>	<p>In this unit students will learn about the origins of the Ukulele. Students will study the different parts of the ukulele and will learn how chords and musical notation can be written down in chord diagrams and TABs. Students will enhance their time keeping, coordination and performance/rehearsal skills on another new instrument. Students will be expected to sing as they are performing using the ukuleles. Subject specific keywords such as soprano, alto, tenor, bass (types/sizes of ukuleles), strumming, finger picking, chord, chord diagram, upstroke, downstroke, tablature, major, minor, fret, neck, sound hole, tuning pegs, tuning notes of Uke (G,C,E,A).</p>	<p>Summative Assessment: Students will be given the opportunity to bring together their knowledge about the ukulele through the following and performance task:</p> <ul style="list-style-type: none"> <li>• Ukulele Solo/Ensemble performance.</li> <li>• End of unit test.</li> </ul> <p>Formative Assessment Student's work is also assessed in other forms:</p> <ul style="list-style-type: none"> <li>• Self/Peer assessment (written and verbal)</li> <li>• Class/group critique</li> <li>• Verbal feedback.</li> </ul>	<p>This unit is all about learning about the ukulele, how to play and perform using it and how to read and interpret chord diagrams and potentially TABs. Students will have the opportunity to learn about traditional Hawaiian music and how the ukulele has been used in Popular music too. Students will rehearse and perform in a whole class setting and also have the opportunity to break out into small ensembles/groups to rehearse and perform. Singing will also be encouraged during this unit and in every lesson.</p>
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