

## Music Curriculum Overview – Year 7

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
<b>Autumn Term 1</b>						
<b>Getting to know you &amp; Music / Voiceworks</b>	<ul style="list-style-type: none"> <li>Understand how to use the correct musical vocabulary to describe music using the elements of music;</li> <li>Understand how to practice individually and in groups;</li> <li>Understand how to shape musical phrases with your voice and use dynamics to create a sensitive performance.</li> <li>Identify different types of singing and voices: unison/harmony, female/male voices (SATB), rounds, call and response;</li> <li>Identify different textures: monophonic, polyphonic;</li> <li>Sing hymns to prepare students for the Year 7 Badge Commissioning Service and first mass.</li> </ul>	<ul style="list-style-type: none"> <li>Compose and perform simple demonstrations to illustrate the elements of music;</li> <li>Identify and describe music using simple vocabulary (elements of music);</li> <li>Sing in unison and harmony with good intonation and diction;</li> <li>Sing with an awareness of how your own part fits with that of the others.</li> </ul>	<p>Baseline Listening Assessment.</p> <p>Whole class and Group performances;</p> <p>Key word quizzes;</p> <p>Listening quiz.</p>	<p>My Music Profile – create a poster about the kind of music you like including genres, artists, and instrument you have played and still currently play.</p> <p>Performance practice;</p> <p>Practice the hymns for your first mass and Badge Commissioning Service.</p> <p>Revision.</p>	<p><b>United in Harmony:</b> working together to create performances.</p> <p><b>Grateful &amp; Generous:</b> an appreciation for music and sharing your skill and knowledge through performing, teaching or supporting.</p> <p><b>Listening &amp; Attentive:</b> listening to others in discussions, listening and responding to music, and watching others perform;</p> <p><b>Loving &amp; Compassionate:</b> supporting class members during performance;</p> <p><b>Courageous &amp; Resilient:</b> preparing to perform to your class.</p> <p><b>Discerning &amp; Joyful:</b> offering/accepting constructive criticism in AFL and compromise during group work; acknowledging yours and other achievements through performance/composition activities;</p> <p><b>Leading with Justice:</b> leading a group performance and/or class activities;</p> <p><b>Acting with Truth &amp; Integrity:</b> in working with others.</p> <p><b>Serviam:</b> helping other's to achieve their goal.</p> <p><b>Spiritual / Faithfulness &amp; Integrity / Service &amp; Sacrifice:</b> singing hymns;</p> <p><b>Dignity of the human being:</b> respect for each other during performances and offering constructive criticism in AFL;</p> <p><b>Community &amp; Participation:</b> supporting each other and participating in positive way, enabling all students to achieve their learning goals.</p> <p><b>Peace &amp; Reconciliation:</b> through compromise during group work;</p> <p><b>Literacy</b> – use of descriptive words and adjectives when listening and identifying different sounds; rhyming words in group practical;</p> <p><b>Drama</b> – projecting your voice and developing confidence.</p> <p><b>Extra-Curricular clubs:</b> Choir/Guitar Group/Ukulele Club/Glee Club/Worship Band/Violin Ensemble;</p> <p><b>Performer, Composer, Music Therapist, Music Teacher, Musicologist, Music Librarian, Music Manager.</b></p>	<p><b>GCSE Music:</b></p> <ul style="list-style-type: none"> <li>Listening Exam;</li> <li>Performance Coursework;</li> <li>Composition Coursework.</li> </ul>
<b>Autumn Term 2</b>						
<b>Keyboard Skills</b>	<ul style="list-style-type: none"> <li>Know how to read music in the treble clef;</li> <li>Know basic piano technique;</li> <li>Understand what staff notation is and how to recognise different notes written in treble clef using 'FACE' and 'Every Good Boy Deserves Football' as well as Middle C;</li> <li>Know four note values: semibreve, minim, crotchet, quaver.</li> </ul>	<ul style="list-style-type: none"> <li>Play piano with correct basic technique;</li> <li>Read different notes written in treble clef using 'FACE' and 'Every Good Boy Deserves Football' as well as Middle C;</li> <li>Clap/play four note values: semibreve, minim, crotchet, quaver;</li> <li>Compose simple melodies as a 'call and response'.</li> </ul>	<p>Solo performances;</p> <p>Key word quizzes;</p> <p>Listening quiz.</p>	<p>Homework tasks completed on Focus on Sound;</p> <p>Performance practice;</p> <p>Revision.</p>	<p><b>United in Harmony: Grateful &amp; Generous; Listening &amp; Attentive; Loving &amp; Compassionate; Courageous &amp; Resilient; Discerning &amp; Joyful; Leading with Justice; Acting with Truth &amp; Integrity; Serviam.</b></p> <p><b>Dignity of the human being; Community &amp; Participation; Peace &amp; Reconciliation.</b></p> <p><b>Literacy</b> – keywords relating to rhythm and pitch; rhymes for learning how to read notes on the staff;</p> <p><b>Numeracy</b> – grouping of beats.</p> <p><b>Extra-Curricular clubs:</b> Choir/Guitar Group/Ukulele Club/Glee Club/Worship Band/Violin Ensemble;</p> <p><b>Reward trip to a Musical Theatre in London's West End (Selected students);</b></p> <p><b>Performer, Music Therapist, Music Teacher, Musicologist, Music Librarian, Music Manager.</b></p>	<p><b>GCSE Music:</b></p> <ul style="list-style-type: none"> <li>Listening Exam – Reading &amp; Writing Western Station Notation (WSN)</li> <li>Performance Coursework;</li> </ul>
<b>Spring Term 1</b>						
<b>African Music</b>	<ul style="list-style-type: none"> <li>Know the types of occasion's African music is played at and how it is learnt;</li> <li>Know the features in African vocal and drumming music;</li> <li>Understand how to read a rhythm grid;</li> <li>Understand how texture is used in African music.</li> </ul>	<ul style="list-style-type: none"> <li>Identify features through listening activities and describe African music with correct musical vocabulary;</li> <li>Sing African songs as a class in unison harmony, and call and response.</li> <li>Compose and perform rhythms using a rhythm grid as a solo and ensemble;</li> <li>Perform an improvised solo in an African-inspired group piece.</li> </ul>	<p>Whole class and Group performances;</p> <p>Key word quizzes;</p> <p>Listening quiz.</p>	<p>Homework tasks completed on Focus on Sound;</p> <p>Performance practice;</p> <p>Revision.</p>	<p><b>United in Harmony: Grateful &amp; Generous; Listening &amp; Attentive; Loving &amp; Compassionate; Courageous &amp; Resilient; Discerning &amp; Joyful; Leading with Justice; Acting with Truth &amp; Integrity; Serviam.</b></p> <p><b>Dignity of the human being; Community &amp; Participation; Peace &amp; Reconciliation.</b></p> <p><b>Numeracy</b> – rhythm grids and patterns;</p> <p><b>Geography</b> – Africa;</p> <p><b>Literacy</b> – syllables; question and answer;</p> <p><b>Citizenship</b> – role of the leader/ master drummer; communication.</p> <p><b>Extra-Curricular clubs:</b> Choir/Guitar Group/Ukulele Club/Glee Club/Worship Band/Violin Ensemble;</p> <p><b>Performer, Composer, Music Therapist, Music Teacher, Musicologist, Music Librarian, Music Manager.</b></p>	<p><b>GCSE Music:</b></p> <ul style="list-style-type: none"> <li>Listening Exam – Rhythms of the World</li> <li>Performance Coursework;</li> <li>Composition Coursework.</li> </ul>
<b>Spring Term 2</b>						
<b>Ukulele</b>	<ul style="list-style-type: none"> <li>Understand where the ukulele originates from;</li> <li>Name the parts of a ukulele;</li> <li>Know how to read TAB for individual notes and diagrams of chords.</li> </ul>	<p>Be able to:</p> <ul style="list-style-type: none"> <li>Read TAB and play a simple melody;</li> <li>Play standard pop chords – C G Am F;</li> <li>Play an accompaniment using basic strumming patterns.</li> </ul>	<p>Whole class and Group/solo performances;</p> <p>Key word quizzes;</p> <p>Listening quiz.</p>	<p>Homework tasks completed on Focus on Sound;</p> <p>Design a ukulele homework;</p> <p>Performance practice;</p> <p>Revision.</p>	<p><b>United in Harmony: Grateful &amp; Generous; Listening &amp; Attentive; Loving &amp; Compassionate; Courageous &amp; Resilient; Discerning &amp; Joyful; Leading with Justice; Acting with Truth &amp; Integrity; Serviam.</b></p> <p><b>Dignity of the human being; Community &amp; Participation; Peace &amp; Reconciliation.</b></p> <p><b>Literacy</b> – subject specific words;</p> <p><b>Geography</b> – origin of Ukulele – Hawaii.</p> <p><b>Extra-Curricular clubs:</b> Choir/Guitar Group/Ukulele Club/Glee Club/Worship Band/Violin Ensemble;</p> <p><b>Performer, Composer, Music Therapist, Music Teacher, Musicologist, Music Librarian, Music Manager.</b></p>	<p><b>GCSE Music:</b></p> <ul style="list-style-type: none"> <li>Listening Exam – Rhythms of the World</li> <li>Performance Coursework;</li> <li>Composition Coursework.</li> </ul>
<b>Summer Term</b>						
<b>Instrumental Families &amp; Band Carousel</b>	<ul style="list-style-type: none"> <li>Know and identify the 4 instrumental families – Strings, Woodwind, Brass and Percussion;</li> <li>Identify instruments within each instrumental family.</li> <li>Know and identify the key features of a pop song – bassline, chords, melody, rhythm.</li> <li>Know and describe pop structure using words 'verse' and 'chorus';</li> <li>Understand how to read rhythms grids with 3 parts of the drum kit.</li> </ul>	<ul style="list-style-type: none"> <li>Listen and recognise the 4 instrumental families as well as individual instruments.</li> <li>Perform a simple four beat rock pattern on drum kit;</li> <li>Perform the chord sequence and bass line to a song on keyboard;</li> <li>Coordinate both hands when performing on your instrument.</li> <li>Perform a riff or chords on Guitar/ukulele/bass guitar.</li> </ul>	<p>Solo and group performances;</p> <p>Key word quizzes;</p> <p>Listening quiz.</p>	<p>Homework tasks completed on Focus on Sound;</p> <p>Performance practice;</p> <p>Revision.</p>	<p><b>United in Harmony: Grateful &amp; Generous; Listening &amp; Attentive; Loving &amp; Compassionate; Courageous &amp; Resilient; Discerning &amp; Joyful; Leading with Justice; Acting with Truth &amp; Integrity; Serviam.</b></p> <p><b>Dignity of the human being; Community &amp; Participation; Peace &amp; Reconciliation.</b></p> <p><b>Literacy</b> – use of descriptive words and adjectives when listening and identifying different sounds;</p> <p><b>Numeracy</b> – grouping of beats.</p> <p><b>Extra-Curricular clubs:</b> Choir/Guitar Group/Ukulele Club/Glee Club/Worship Band/Violin Ensemble;</p> <p><b>Reward trip to a Musical Theatre in London's West End (Selected students);</b></p> <p><b>Performer, Composer, Music Therapist, Music Teacher, Musicologist, Music Librarian, Music Manager.</b></p>	<p><b>GCSE Music:</b></p> <ul style="list-style-type: none"> <li>Listening Exam – Conventions of Pop/ The Concerto Through Time;</li> <li>Performance Coursework;</li> <li>Composition Coursework.</li> </ul>