


Year 7 Curriculum Overview [2022-2023]

Subject – Music

Term	Knowledge & Understanding			Literacy Skills [Tier 3 vocabulary]	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [includes understanding of KEY concepts & scheme sequencing]	Formal Retrieval [if any]			
HT1	<p>Topic: Musical Rudiments – <i>Frere Jacques</i></p> <p>Rhythm (Duration)</p> <p>Texture</p>	<ul style="list-style-type: none"> ✓ Discuss the importance of pulse in music ✓ Explore rhythmic rudiments using ‘the car park’ analysis ✓ Learn how to read, write and perform rhythms ✓ Explore texture types (aurally) ✓ Perform a short piece of music ‘Frere Jacques’ incorporating various texture types into the final performance 	<p>Rhythmic Dictation</p> <p>Texture Recognition (aural)</p>	<p>Pulse</p> <p>Rhythm (duration)</p> <p>Rhythmic Values (crotchet, minim etc.)</p> <p>Rests</p> <p>Staff Notation</p> <p>Ostinato</p> <p>Texture: Monophonic, Polyphonic, Imitation, Round</p>	<p>Transferable Skills</p> <p>Teamwork</p> <p>Music Careers</p> <p>Producer</p> <p>Arranger</p> <p>Music Critic</p>	<p>Assessment point 1</p> <p>Technical development assessment based around a piano/keyboard performance of ‘Frere Jacques’</p> <p>What comes next →</p> <p>Learning how to perform a piece of music that makes use of a clear I/V (tonic/dominant) harmonic progression</p>
HT2	<p>Topic: Classical Tradition – <i>Ode to Joy</i></p> <p>Melody</p> <p>Harmony</p>	<ul style="list-style-type: none"> ✓ Explore how to fully construct a melody ✓ Learn how to identify pitch/notes from the treble clef ✓ Introduce class to phrasing (antecedent & consequent) ✓ Perform 4 phrases from Beethoven’s ‘Ode to Joy’ ✓ Add accompaniment (harmonic progression I/V) to the melody 	<p>Treble Clef Pitch Recognition</p> <p>Chord Identification & Construction (aural)</p>	<p>Pitch</p> <p>Treble Clef</p> <p>Melody</p> <p>Phrase (antecedent & consequent)</p> <p>Chord</p> <p>Triad</p> <p>Harmony</p> <p>Major (tonality)</p>	<p>Transferable Skills</p> <p>Resilience</p> <p>Music Careers</p> <p>Session Musician</p> <p>Accompanist</p> <p>Teacher</p>	<p>Assessment point 2</p> <p>Technical development assessment based around a piano/keyboard performance of ‘Ode to Joy’</p> <p>What comes next →</p> <p>Composition using traditional notation (Sibelius)</p>

<p>HT3</p>	<p>Topic: Traditional <u>Composition – Rudimentary</u> <u>Sibelius</u></p> <p>Melody</p> <p>Harmony</p>	<ul style="list-style-type: none"> ✓ Reintroduce pulse, rhythm, melody & phrasing (antecedent & consequent) ✓ Look at simple duple, triple and quadruple metre (aural) ✓ Compose a 4-8 bar melody using the C major scale ✓ Add accompaniment (harmony) to the melody ✓ Learn how to navigate and use Sibelius to input composition at a rudimentary level 	<p>Rhythmic Dictation</p> <p>Treble Clef Pitch Recognition</p> <p>Time Signature Recognition (aural)</p>	<p>Composition</p> <p>Metre</p> <p>Melody</p> <p>Scale</p> <p>Phrase (antecedent & consequent)</p> <p>Harmony</p> <p>Chord</p> <p>Triad</p> <p>Accompaniment</p> <p>Time Signature</p> <p>Rhythmic Values (crotchet, minim etc.)</p>	<p>Transferable Skills</p> <p>Computer Skills</p> <p>Music Careers</p> <p>Songwriter</p> <p>Conductor</p> <p>Music Director</p>	<p>Assessment point 3</p> <p>Compositional application assessment based around creating a 4-8 bar melody with supporting harmonic progression</p> <p>What comes next →</p> <p>Deepening textural understanding by looking at how popular music styles incorporate and develop texture</p>
<p>HT4</p>	<p>Topic: Popular Music – Bitter <u>Sweet Symphony</u></p> <p>Structure</p> <p>Texture</p>	<ul style="list-style-type: none"> ✓ To explore how patterns and textures are used in popular styles of music ✓ To understand how these patterns help structure a piece of music ✓ Exploring repetition (ostinato/hook) in music ✓ Identifying the difference types of repetition used and how this impacts the texture of a piece of music ✓ Introduction to ensemble performance looking at chamber groups (string quartet) 	<p>Instrument Recognition (aural)</p> <p>Texture Recognition (aural)</p>	<p>Ostinato</p> <p>Riff</p> <p>Hook</p> <p>Repetition</p> <p>Ensemble</p> <p>Chamber Group</p> <p>String Quartet</p> <p>Structure: Layering, Binary, Ternary, Verse-Chorus</p> <p>Rhythmic Values (crotchet, minim etc.)</p> <p>Quaver Rests</p>	<p>Transferable Skills</p> <p>Problem Solving</p> <p>Music Careers</p> <p>Radio DJ</p> <p>Music Therapist</p> <p>Music Historian</p>	<p>Assessment point 4</p> <p>Technical development assessment (ensemble) based around a piano/keyboard performance of ‘Bitter Sweet Symphony’</p> <p>What comes next →</p> <p>Deepening cultural understanding by looking at a traditional musical style (Chinese Music)</p>

<p>HT5</p>	<p>Topic: Chinese Music – <i>Traditional Improvisation</i></p> <p>Melody</p> <p>Harmony</p>	<ul style="list-style-type: none"> ✓ To understand the various musical features associated with traditional Chinese music ✓ To explore how Chinese music has developed over time ✓ Exploring pentatonic & octatonic scales ✓ Exploring Chinese culture ✓ Identifying the key features of traditional Chinese music (aural) ✓ Performing a Chinese inspired composition that makes use of the studied features 	<p>Traditional Instrument Recognition (aural)</p> <p>Boxplot GCSE Style question</p>	<p>Melody</p> <p>Harmony</p> <p>Scale</p> <p>Octatonic</p> <p>Pentatonic</p> <p>Drone</p> <p>Improvisation</p> <p>Sonority</p> <p>Ornamentation</p> <p>Trill</p> <p>Mordent</p> <p>Rhythmic Values (crotchet, minim etc.)</p>	<p>Transferable Skills</p> <p>Creativity</p> <p>Music Careers</p> <p>Composer</p> <p>Music Journalist</p> <p>Music Historian</p>	<p>Assessment point 5</p> <p>Compositional application assessment based around a piano/keyboard performance of a traditional ‘<i>Chinese improvisation</i>’</p> <p>What comes next </p> <p>Exploration of orchestral instrumentation based around Benjamin Britton’s 1945 piece ‘<i>A Young Persons Guide to the Orchestra</i>’</p>
<p>HT6</p>	<p>Topic: Orchestral Music – <i>Jurassic Park Main Theme</i></p> <p>Instrumentation (sonority)</p> <p>Dynamics</p>	<ul style="list-style-type: none"> ✓ To be able to identify orchestral instruments (aural) ✓ To explore the development of the modern orchestra ✓ To explore how orchestral ensembles implement dynamics ✓ Exploring orchestral instruments ✓ Looking at how these instruments are sectionalised within the orchestra ✓ Learning the various dynamic markings that musicians use ✓ Performing a piece of modern symphonic music (<i>Jurassic Park Main Theme</i>) 	<p>Instrument Recognition (aural)</p> <p>Texture Recognition (aural)</p>	<p>Dynamics</p> <p>Orchestration</p> <p>Brass</p> <p>Woodwind</p> <p>String</p> <p>String Techniques: Pizzicato, Arco, Tremolo, Con Sord</p> <p>Percussion</p> <p>Dynamic Markings: quiet (piano), moderate (mezzo-forte/piano) & loud (forte)</p>	<p>Transferable Skills</p> <p>Listening</p> <p>Music Careers</p> <p>Conductor</p> <p>Arranger</p> <p>Instrument Maker</p>	<p>Assessment point 6</p> <p>Summative aural assessment to be used as an evaluative tool prior to year 8 curriculum commencement. Technical development assessment (ensemble) based around a piano/keyboard performance of the ‘<i>Jurassic Park Main Theme</i>’</p> <p>END OF Y7 CURRICULUM</p>