

Year 7

Subject: Music

	Unit of work & brief outline of what will be covered.	Key Objectives – what will students learn	Assessment
1	<p>The Elements of Music</p> <p>Pitch. Dynamics. Timbre. Tempo. Duration. Texture.</p> <p>Learning the basic concepts and vocabulary of music. This will create a solid foundation for performance and composition throughout KS3 music.</p> <p>Music used: Peter and the Wolf by Prokofiev</p>	<p>Pupils learn the vocabulary for The Elements of Music and identify their differences in sound.</p> <p>Pupils explore the concept of programme music and are able to describe music using the vocab of The Elements.</p> <p>Pupils develop their understanding of the instruments in an orchestra.</p> <p>Pupils use the vocabulary developed over the first half term to describe music in discussion and writing.</p> <p>Music of all styles and eras is explored when listening in lessons.</p>	<p>All pupils are asked to contribute to class discussion.</p> <p>Pupils are given listening and written tasks to develop their musical vocabulary.</p>
2	<p>Listening - Music and Feelings</p> <p>Building on the knowledge of The Elements of Music to identify and describe music.</p> <p>Identifying emotion and mood in the melody and harmony of music.</p> <p>Music used: Pictures at an Exhibition by Mussorgsky. Carnival of the Animals by Saint Saens.</p> <p>Practical Music Y7 – Three Little Birds</p> <p>Pupils will learn to play keyboards with bass line, chords and riff. They will add singing.</p> <p>This is the beginning of the scaffolding of performance work - keyboard skills (left and right hand), chords, singing, group work, rehearsal, playing in time, performing to an audience – these skills will progress throughout KS3 with more challenging and proficient performances, which set the path for study of GCSE.</p>	<p>Pupils will identify the difference between major and minor.</p> <p>Pupils will use a range of words to describe emotion in different styles of music.</p> <p>Pupils develop understanding of graphic scores.</p> <p>Pupils learn basic keyboard skills or develop existing skills.</p> <p>Pupils experience ensemble rehearsals to develop their performances with technique, expression and confidence.</p>	<p>All pupils are asked to contribute to class discussion.</p> <p>Pupils are given listening and written tasks to develop their musical vocabulary.</p> <p>Pupils perform to the teacher or to the class and students are taught audience skills and the importance of providing positive feedback alongside possible improvements to work.</p> <p>Pupils will be assessed according to the “Practical Lessons Success Criteria” on the front of the performance sheet.</p>

HIGHGATE WOOD SCHOOL: CURRICULUM MAP FOR KEY STAGE 3

	Unit of work & brief outline of what will be covered.	Key Objectives – what will students learn	Assessment
1	<p>Tempo and Beats</p> <p>Explore the differences in tempo and BPM in music.</p> <p>Crotchets, Quavers and Semiquavers</p> <p>Learn the basics of rhythm in music theory.</p>	<p>Pupils learn the vocabulary for describing Tempo (Largo, Adagio, Andante, Moderato, Allegro, Vivace, Presto) and identify their differences</p> <p>Learn how beats of music are communicated in crotchets, quavers and semiquavers and how these can be joined together to make rhythms.</p> <p>Pupils write / draw rhythms and clap / play rhythms as a class to different styles of music.</p> <p>Music of all styles and eras is explored when listening in lessons.</p>	<p>All pupils are asked to contribute to class discussion.</p> <p>Pupils are given listening and written tasks to develop their musical vocabulary.</p>
2	<p>Practical Music Y7 – Stand by Me</p> <p>Pupils will continue to play keyboards with bass line, chords and riff. They will add singing.</p> <p>They are continuing the scaffolding of performance work - keyboard skills (left and right hand), chords, singing, group work, rehearsal, playing in time, performing to an audience – these skills will progress throughout KS3 with more challenging and proficient performances, which set the path for study of GCSE.</p> <p>Stand by Me has a focus on the left hand bass line and an introduction to the concept of RIFF.</p>	<p>Pupils develop their keyboard skills from last term and learn about minor chords. Stand by Me is more repetitive in the performance of the chords and has the “4 chords.”</p> <p>This concept of “4 chords” and learning about riffs, form the class teaching time, before the groups are formed and students work in practice rooms.</p> <p>Pupils experience ensemble rehearsals to develop their performances with technique, expression and confidence.</p>	<p>All pupils are asked to contribute to class discussion.</p> <p>Pupils are given listening and written tasks to develop their musical vocabulary.</p> <p>Pupils perform to the teacher or to the class and students are taught audience skills and the importance of providing positive feedback alongside possible improvements to work.</p> <p>Pupils will be assessed according to the “Practical Lessons Success Criteria” on the front of the performance sheet.</p>

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	Unit of work & brief outline of what will be covered.	Key Objectives – what will students learn	Assessment
1	<p>History of Pop Music</p> <p>Listening to some well-known songs by popular artists from the last 60 years.</p> <p>Rock n Roll and Disco</p> <p>Exploration of the beginning of pop music and it's social and historical roots and how American (disco/Motown) and UK (rock n roll/ Beatles) musicians were influenced.</p>	<p>Exploration of the features of the pop-music formula.</p> <p>This formula is: a good rhythm, a catchy melody which is easy to remember and sing along to.</p> <p>We learn about the structure of most pop music songs – how the verses and choruses are organized.</p> <p>Keywords: soul, jazz and funk, disco, motown rock n roll.</p>	<p>All pupils are asked to contribute to class discussion.</p> <p>Pupils are given listening and written tasks to develop their musical vocabulary.</p>
2	<p>Practical Music Y7 –</p> <p>Pupils will continue to play keyboards with 2 hands – adding simple bass line with chords.</p> <p>They are continuing the scaffolding of performance work - keyboard skills (left and right hand), chords, singing, group work, rehearsal, playing in time, performing to an audience – these skills will progress throughout KS3 with more challenging and proficient performances, which set the path for study of GCSE.</p>	<p>Pupils develop their keyboard skills from last term and learn about playing with 2 hands. Let it be continues using the same “4 chords” of Stand by Me.</p> <p>Playing with 2 hands in a simple bass line, form the class teaching time before the groups are formed and students work in practice rooms in the same way students worked on Stand by Me in the Spring Term.</p> <p>Pupils experience ensemble rehearsals to develop their performances with technique, expression and confidence.</p>	<p>All pupils are asked to contribute to class discussion.</p> <p>Pupils are given listening and written tasks to develop their musical vocabulary.</p> <p>Pupils perform to the teacher or to the class and students are taught audience skills and the importance of providing positive feedback alongside possible improvements to work.</p> <p>Pupils will be assessed according to the “Practical Lessons Success Criteria” on the front of the performance sheet.</p>