

Music - Subject outline for Year 7

Half Term	Core learning	Challenge or extension learning	Key assessment tasks for KS3 or controlled assessment title and timing for KS4 and KS5
Autumn 1st	<ul style="list-style-type: none"> • Musical Elements • Rhythm and Beats • Graphic Scores • Music Notation – Treble Staff 	<ul style="list-style-type: none"> • Grade One (or higher) Musical Theory Practice for students with prior musical experiences. 	<ul style="list-style-type: none"> • Rhythm, Elements and Notation baseline test. • Composition: A) 4/4 beat rhythms. B) Notate your rhythm.
Half term			
Autumn 2nd	<p style="text-align: center;"><u>Keyboard Skills</u></p> <ul style="list-style-type: none"> • Using Basic keyboard functions such as “voices” and “styles”. • Learning the correct finger positioning at the keyboard. • Recalling the notes of the treble clef and discovering their positions at the keyboard. 	<ul style="list-style-type: none"> • Other ability graded sheet music will be available for students with previous experience of performing on the keyboard. 	<ul style="list-style-type: none"> • <i>Composition:</i> Making up a piece of music in 2 sections, using the notes C D E F G. • <i>Performance:</i> Students rehearse and perform a piece of music from a selection of ability tested pieces.
Christmas Holiday			
Spring 1st	<p style="text-align: center;"><u>Chords</u></p> <ul style="list-style-type: none"> • Learning how to play 2 note chords and triads. • How to read chord sequences and perform them accurately. • Perform major and minor chords in time to a beat. • Discover automatic major and minor chords when performing with a “Style” on the keyboard. 	<ul style="list-style-type: none"> • Challenge: to be able to use chords and a style as an accompaniment to a piece of music. • Experiment with the use of inversions. 	<ul style="list-style-type: none"> • <i>Listening:</i> Be able to identify major and minor chords. • <i>Composition:</i> Create a piece of music using a range of major and minor chords. • <i>Performance:</i> Perform several chord progressions in time to a style on the keyboard. (Challenge: include an intro and outro to each sequence)
Half term			
Spring 2nd	<p style="text-align: center;"><u>Lullaby</u></p> <ul style="list-style-type: none"> • Discover why lullabies are used and what musical elements are best employed to make a good lullaby. • Learn how to perform Brahm’s Lullaby in 3/4 time on the keyboard and be able to make suggestions on suitable voices and styles. • Using the poem “A Baby Sardine” by Spike Milligan, as a rhythmic starting point compose a melody to accompany it and perform it as a lullaby. 	<ul style="list-style-type: none"> • Challenge: Create an accompanying baseline for your Baby Sardine Lullaby. • Record your composition using Sibelius notation software. 	<ul style="list-style-type: none"> • <i>Performance:</i> Be able to perform “Lullaby” and “Baby Sardine” in a manner appropriate to a lullaby. • <i>Composition:</i> Create a piece of music to accompany “A Baby Sardine” poem which can be used as a lullaby.

Easter Holiday			
Summer 1st	<p style="text-align: center;"><u>Fanfare</u></p> <ul style="list-style-type: none"> • Discover how fanfares are used to grab people's attention or to introduce people, things or events. • Build on our experiences of major chords by using C, F and G major to perform fanfare rhythms. • Create our own fanfare for a special occasion. • Learn to perform "The Last Post" and be able to identify fanfare rhythms within the piece of music. 	<ul style="list-style-type: none"> • Use Garage Band (mixing software) or Sibelius (Notation software) to record ideas for a fanfare composition. • Perform "The Last Post" and suggest and create an accompaniment for it. 	<ul style="list-style-type: none"> • <i>Listening:</i> Be able to identify fanfare rhythms within a piece of music. • <i>Composition:</i> Compose a fanfare for a special occasion, using different rhythms and 3 major chords. • <i>Performance:</i> Rehearse and perform "The Last Post" – progress throughout the piece is representative of ability.
Half term			
Summer 2nd	<p style="text-align: center;"><u>African Music</u></p> <ul style="list-style-type: none"> • Discover African music, instruments, culture and tradition. • Learn how to perform polyrhythms and how to read/write them using graphic notation. • Learn about the role of the master drummer – their standing in society and their importance in leading music. • Discover what "Call and Response" is and how to perform it. 	<ul style="list-style-type: none"> • Some students will be asked to take on the responsibility of being Master Drummer – they will have to lead a group and organise them effectively. 	<ul style="list-style-type: none"> • <i>Listening:</i> Be able to identify different African instruments, call and response, polyrhythms, and syncopation. • <i>Performance:</i> Maintain your own part within a group when performing polyrhythms. • <i>Composition:</i> As a group create your own polyrhythms, call and response and cues in order to perform a piece of music in traditional African style.
Summer Holiday			