

Music Department - Long-Term Sequencing Year 7

Intent:

The Year 7 Music curriculum is designed to provide students with a solid foundation for musical development that can be built upon throughout their academic journey. The curriculum is structured around five key pillars: Performance Skills, Composition Skills, Production Skills, Critical Listening, and Music Theory. These pillars are interwoven to create a comprehensive learning experience, encouraging students to explore music both theoretically and practically.

In Year 7, students will develop their confidence through a variety of performance opportunities, including both solo and ensemble settings. These experiences, supported by constructive feedback, will not only enhance musical skills but also build transferable skills that are valuable across other areas of learning. The curriculum emphasises the importance of high standards and active participation, encouraging students to contribute thoughtfully to their musical development. Students will explore an exciting and diverse range of musical genres, traditions, and historical periods, fostering an appreciation for music from across the world and throughout time. Through this exploration, we aim to make music both engaging and challenging, with a curriculum designed to push students at all levels of ability.

At the heart of the curriculum is music theory and the elements of music, which are introduced and developed progressively throughout the year. These core principles will guide students through each unit of study, ensuring they gain a broad and deep musical knowledge that will serve as a strong foundation for their future musical education. Ultimately, the Year 7 Music curriculum is designed to inspire a lifelong love of music, provide a challenging yet supportive environment for all students, and equip them with the skills and knowledge to excel both in music and in other areas of their academic and personal lives.

HALF TERM 1: Introduction to Keyboard, Notation & Elements of Music.

STUDENTS MUST KNOW:

- How to recognise pitch on the staff in the treble clef.
- How to recognise different note durations.
- The definitions of pitch, tempo, metre, rhythm, dynamics, melody and harmony.
- How to identify the notes C-G on the keyboard.
- How to prepare and perform a piece of music on the keyboard, with correct hand and finger placement.

How will this be assessed:

- Retrieval practise, low stakes quizzing and whole class whiteboards.
- Regular verbal teacher and peer feedback in lessons.
- Solo performance assessment with written teacher feedback and written student reflection.

HALF TERM 2: African Drumming

STUDENTS MUST KNOW:

- How to read and play one bar rhythms.
- How to compose one bar rhythms.
- The history, traditions, characteristics and uses of west African music.
- The common instruments used in west African music.
- Correct djembe technique, including tone, bass and slap hits.
- How to practise and perform a west African piece as an ensemble with good time keeping and communication.

How this will be assessed:

- Retrieval practise, low stakes quizzing and whole class whiteboards.
- Regular verbal teacher and peer feedback in lessons.
- Solo and ensemble performance assessment with written teacher feedback and written student reflection.

HALF TERM 3: Introduction to DAWs

STUDENTS MUST KNOW:

- How to open, create and save a new GarageBand project.
- How to locate and select appropriate apple loops with stylistic accuracy.
- How to create a ternary structure, with good use of layering and timing.
- How select an appropriate tempo.
- How to balance individual tracks to achieve a good mix.
- How to use automation effectively.

How this will be assessed:

- Retrieval practise, low stakes quizzing and whole class whiteboards.
- Regular verbal teacher and peer feedback in lessons.
- Students will showcase their compositions for their assessment with written teacher feedback and written student reflection.

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<p>HALF TERM 4: Introduction to Ukulele</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • How to read and understand chord diagrams. • How to demonstrate correct ukulele posture and positioning. • How to demonstrate correct fretting and strumming hand technique. • How to follow along with a chord sheet and backing track. • How to play common strumming patterns. • How to prepare and perform a piece of music on the ukulele, with fluent chord changes and good timing. <p>How this will be assessed:</p> <ul style="list-style-type: none"> • Retrieval practise, low stakes quizzing and whole class whiteboards. • Regular verbal teacher and peer feedback in lessons. • Performance assessment in small groups with written teacher feedback and written student reflection. 	<p>HALF TERM 5: The Orchestra</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • The layout of the orchestra, and the role of the conductor. • The four instrument families. • The main instruments within each family, and their characteristics, sound and design. • How to identify all white notes on the keyboard. • How to use correct right and left-hand technique to play with both hands. • How to prepare and perform a piece of classical music on the keyboard, with accuracy, fluency and confidence. <p>How this will be assessed:</p> <ul style="list-style-type: none"> • Retrieval practise, low stakes quizzing and whole class whiteboards. • Regular verbal teacher and peer feedback in lessons. • Solo performance assessment with written teacher feedback and written student reflection. 	<p>HALF TERM 6: Folk Music</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • The key characteristics, history and traditions of folk music. • The instrumentation common in folk music. • The meaning behind famous folk lyrics and their purpose. • How play root triads on the keyboard, using the correct left-hand technique. • How to play the melody in the right hand whilst playing chords in the left hand. • How to prepare and perform a piece of folk music on the keyboard, with accuracy and coordination between both hands. <p>How this will be assessed:</p> <ul style="list-style-type: none"> • Retrieval practise, low stakes quizzing and whole class whiteboards. • Regular verbal teacher and peer feedback in lessons. • Solo performance assessment with written teacher feedback and written student reflection.
<p>Home Learning:</p> <p>Home learning in Music aims to reinforce key concepts taught in lessons. Set via Google Classroom, tasks include low-stakes quizzes, research, and listening activities. These tasks help deepen students' understanding, develop independent learning skills, and encourage further engagement with music outside of lessons.</p>		