

YEAR 7 MUSIC CURRICULUM PROGRESSION OVERVIEW

The Y7 curriculum is designed in a way that allows students, whether they are new to the subject or not, to explore, experiment and flourish in the practical learning environment. Throughout the year, students will learn skills & techniques in listening, composing and performing which they can then apply to work they create themselves. How to work successfully in a group is also a key focus in lessons with time being spent on developing skills such as cooperation, time management. Lessons are designed so that every individual can succeed. Students are primarily concerned with two musical endeavours- performance and composition. The performance pieces students learn model how their subsequent compositions should be constructed.

	Autumn Term 1&2	Spring Term 1&2	Summer Term 1	Summer Term 2
Topic	Instruments of the Orchestra/Keyboard Techniques	Film Music/Study of John Williams	Form and Structure	Variations/Graphic Score
Crucial Knowledge	Knowledge: Layout of a Piano/Keyboard, Treble Clef, Staff Notation, Stave, Staff, Lines, Spaces, Black Notes, Sharps, Flats, Scale, Left Hand (LH), Right Hand (RH), Melody, Keyboard Functions, Fingering (1-5), Keyboard Chords, Octave, Warm-Up, "Middle C", MRSF	Knowledge: Leitmotif, Soundtrack, Theme Song, Mickey-Mousing, Concord/Discord, Chromatic) Sequencing, Storyboard, 'Borrowed' Music, Music-Spotting, Dynamics, Texture Interval of a 5 th , Click Tracks/Timing, Theme, Sound Effects, Motif, Timbre/Sonority, Musical Clichés, Diegetic and Non-Diegetic Music.	Knowledge: Question and Answer/Call and Response, Phrase(s), Binary Form (AB), Ternary Form (ABA), Rondo Form (ABACADA...), Melody, Drone, Ostinato, Harmony, Treble Clef Pitch Notation, Sonority	Knowledge: Melody, Theme, Variation, Variation Form, Canon/Round, Ground Bass, Pitch, Tempo, Dynamics, Texture, Counter Melody, Timbre and Sonority, Articulation (Legato and Staccato), Inversion, Retrograde, Retrograde Inversion, Pedal (Pedal Note, Pedal Point), Drone, Melodic Decoration, Ostinato, Tonality, Major, Minor.



	Techniques: Developing keyboard skills Listening skills (Identifying instruments) Fingering (1-5)	Techniques: Developing keyboard skills Listening skills (major, minor) Fingering (1-5) Intro to Composition-MRSF	Techniques: Developing keyboard skills Listening skills Fingering (1-5) Composition	Techniques: Developing keyboard skills Listening skills Fingering (1-5) Composition using Graphic Score.
Why this learning now?	Year 7 is an important year in which to establish the relationships within the class. More time is given to build respect in this year, so students feel safe to perform. We introduce the basic skills and techniques in Y7 and mainly focus on getting the students used to performing and working together. Time is used for listening and class discussions as well as experimenting with sound and rhythms. As the year progresses, the students are then expected to become more independent and use skills and techniques in more challenging contexts and more proactively.	In Spring, students now need to apply their new skills The performance pieces from last term are used as a basis for composing their own work. They can now create simple melodies using major and minor. They can apply their own creativity to their compositions and introduce dynamics and texture. Students can refine their work and bring their own individuality and creativity to their work.	Composition is taken another step further this term and students will now use Structure and Form in their compositions. They will learn how to compose a piece based on the musical concepts already covered in performance and listening and use these as models for their own work. Students will include Sonority in their compositions as well as the skills and knowledge from prior learning	This scheme comes when students will have a solid grasp of the skills and techniques needed to be successful in composition. Graphic Score is introduced as another way of composing. Compositions are then performed by other students. Therefore, it's delivered towards the end of the year when students are feeling more confident in performing to their peers, clearly showing that relationships have been established well enough for students to feel at ease with each other.



Assessment Opportunities	Formative: Recall starters. Cold call and targeted questioning throughout the lesson. Peer assessment of practical performances mid-way through lessons to model and evaluate. Teacher to circulate the room to assess progress and give verbal feedback on how to improve work.			
	Summative: Students will rehearse and perform a series of keyboard pieces; each one will be more difficult. They will be assessed against the skills and techniques taught and how confidently and accurately they perform. Feedback after assessment is given straight away.	Summative: Students will rehearse and perform 1 keyboard pieces, and a composition based around a film brief. There is also an exam this term which involves a listening test, a practical keyboard performance and a written paper on knowledge from Term 1.	Summative: Students will compose a piece of music for keyboard using Structure and Sonority. This piece will be performed, and feedback given afterwards.	Summative: Students will compose a piece of music in groups using Graphic Score. It will then be given to another group to perform. Feedback after assessment is given straight away.
Learning at Home	Oak Academy lessons to help with revision and further exploration of skills if students are working from home or are absent. BBC Bitesize is also a good tool to help students revise for their Y7 written exam.			
Key Vocabulary (Etymology words)	Ostinato Pitch Dynamics Duration Tempo Texture Timbre Structure Silence	Chords Major Minor	Binary Ternary Rondo	Crescendo Diminuendo Piano Pianissimo Forte Fortissimo



Spiritual, Moral, Social and Cultural concepts covered	Provision for the spiritual development of pupils: When composing students use their imagination and creativity, especially in the Descriptive Music topic Provision for the social development of pupils: Through singing and performing music together, students use a range of social skills Provision for the cultural development of pupils: By exploring a range of musical styles in historical and cultural contexts, students develop their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
Links to careers and the world of work	In class we will regularly refer to the work of a professional musician or composer, but also the whole team works together to make live performance a reality. Students study very successful professional compositions, including music that is used in advertisements, television and film. Students learn that composing music and performing music is a very real profession that is highly connected with the world of multimedia and is a global industry. Students watch musical performances by a range of professional artists and composers from a wide range of genres which enhances their understanding of the world of professional music making and the opportunities that lie in the wider world beyond the North East of England.

