



Intent for the Year 7 Music Curriculum 2021-2022

'All children will experience a well-balanced and comprehensive curriculum that enhances informed, intellectual, developmental and moral character. As a result, this will improve life chances, inter-personal relationships, social mobility and preparedness for employment. Our curriculum will encourage everyone to have a positive impact on society.'

Students in year 7 will all have a wide range of musical backgrounds so this curriculum plan allows us to build up all of the key skills such as performance, appraisal and listening skills required for more independent learning in year 8. Importantly, students will develop their character through performing to others and becoming more confident, being resilient, being creative and trying new skills every lesson, showing empathy when watching others and teaching them and honesty when giving feedback. Character and musical skills will also be developed through extracurricular involvement. From year 7, we intend on instilling a lifelong appreciation for music.

Implementation: *Demonstrated in the table below.*

Students will be working on a 10 week rotation between the Creative Arts (Music, Drama, Art, DT). This means most students will get at least 3 x 10 week rotations of each subject throughout the year. We will be working on SoW that fits roughly around a 5 or 10 week timetable to allow for all students to experience all content.

Curriculum adaptations as a result of the pandemic:

Students come to Haygrove with a huge range of musical backgrounds. Some will have never touched an instrument whereas others will have been having private instrumental lessons. For this reason, the curriculum for Y7 hasn't had to change as much as the other groups due to always being shaped around musical skills development; however, we must be aware that students' interaction with instruments over the past year may be less than ever. We must also recognise that students will not be used to performing in front of others or with others, so building confidence must play a large role in our SoW. We will be focussing more on confidence and resilience within our lessons as a result of the pandemic. We are prioritising the 3 strands of music: performance, composition and appraising.

Weeks	Enquiry/Topic/Unit: <i>What is going to be taught?</i>	Key Outcomes: <i>What will students have achieved by completing this scheme of learning?</i>	Character Education: <i>How does this topic link to a sense of Self, Others and the World, in terms of Character Education?</i>	Assessment: <i>Will there be formative and/or summative testing? What role will interleaving play? How will this be marked?</i>	Vocabulary: <i>What are the key words for this topic/unit that students must know?</i>	Home-Learning: <i>What homework will be set and why (e.g. consolidate/extend)? How will this be marked?</i>
5 Weeks (Rotation 1)	Topic 1 Musical Elements	To understand musical elements and key musical vocabulary through body percussion and singing.	Confidence Creativity Curiosity	Skills trackers (PLCs) for Appraising that students will have access to throughout the whole term on Google Classroom.	Musical Elements (pitch, rhythm, dynamics, tempo, texture) Ensemble Musical Elements (pitch, rhythm, dynamics, tempo, texture), Basic	Fortnightly Musical Maths.



		<p>To understand the functions of rhythm and pitch through ensemble performance.</p> <p>To gain confidence in performance. Our aim is for students to feel more confident in performing with others and to others by the end of this project. Learning the musical elements is the building blocks for Music. Throughout the curriculum this language will be used regardless of if they are performing, composing or appraising. For students to access future projects, this is a very important topic to begin with. We will not be using instruments in this first project so that students can focus purely on key musical vocab.</p>		<p><i>No official assessment here.</i></p>	<p>rhythms: Semibreve, Crotchet, Minim, Quaver, Semiquaver. Stretch vocab: Andante, Moderato, Vivace, Forte, Piano.</p>	
<p>5 Weeks (Rotation 1)</p>	<p>Topic 2 Instruments of the Orchestra</p>	<p>To learn about the key instruments and families within the orchestra.</p> <p>To develop understanding of ensemble playing through listening and performance.</p> <p>To develop use of Musical vocabulary. Having learned the musical elements at the beginning of the year, students are now ready to explore how these elements work within certain styles of music particularly focussing on instrumentation. Students will begin performing using instruments (glockenspiels) for the first time. Using these instruments will scaffold future work on keyboards, guitar and bass.</p>	<p>Curiosity Resilience Reflective Honest</p>	<p>Skills trackers (PLCs) for key words that students will have access to throughout the whole term. Students can tick off the skills they feel able to do as they go.</p> <p>Google Form listening test that students will need to complete at home answering questions about musical elements and instruments of the orchestra.</p>	<p>Musical Elements (pitch, rhythm, dynamics, tempo, texture), Instrumental Families (strings, percussion, brass, woodwind), Conductor. Ensemble.</p>	<p>Weekly instrument quizzes + a final assessment Google Form</p>



<p>5 Weeks (Rotation 2)</p>	<p>Topic 3 Riffs</p>	<p>To be able to play a short riff on guitar, bass and keyboard. To begin reading musical notation/tab. Students will have experienced body percussion, singing and glockenspiels so the next stage is to begin transferring these skills onto guitar, bass and keyboard. We will begin learning each instrument as a whole class exploring notation and tab through simple riffs.</p>	<p>Resilient Responsible Reflective</p>	<p><i>No assessment during this time.</i></p>	<p>Musical Elements (pitch, rhythm, dynamics, tempo, texture, melody), Riff, Repetition, Tab, Notation</p>	<p>Rhythm and Notation Quizzes.</p>
<p>5 Weeks (Rotation 2)</p>	<p>Topic 4 Specialising on an instrument</p>	<p>To be able to work independently on keyboard, bass or guitar to learn a short piece of music. To be able to use tab/musical notation to develop instrumental skills. Having tried out a variety of instruments, students can now choose which instrument they want to progress on. These lessons will be about developing instrumental skills and confidence using technique, fluency, accuracy, tempo and difficulty as the main focusses.</p>	<p>Compassion Curiosity Confidence Resilience</p>	<p>Skills assessment to track performance skills. This will be available to students throughout the topic. Performances will be recorded in the final week. Technique, fluency, accuracy, tempo and difficulty.</p>	<p>Musical Elements (pitch, rhythm, dynamics, tempo, texture, melody), Riff, Repetition, Tab, Notation</p>	<p>Rehearsals at home or in a practice room where possible.</p>
<p>10 Weeks (Rotation 3)</p>	<p>Topic 5 Film Music</p>	<p>To understand the characteristics and musical elements of different genres of film. To be able to create pieces of music that fit specific genres of film. To create music to accompany a film trailer. Having learned and developed understanding of musical elements throughout the year, learning about the instruments and their capabilities within an orchestra and developing confidence and understanding on keyboard, bass and guitar, students will now be able to use their creativity to create pieces of film music.</p>	<p>Compassion Curiosity Confidence Resilience</p>	<p>Skills Trackers available for students to track composing skills. Final Google Form listening test for students based on keywords from throughout the year.</p>	<p>Key vocab: major, minor, clashing (dissonance), all musical elements, leitmotif, theme, repetition, foley + stretch vocab (chromaticism)</p>	<p>Listening questions based on film music.</p>



		<p>Students will learn examples of pieces of film music including developing Time from Topic 2, that they will perform on their instruments. They will then work in groups to create pieces of music using live instruments and music technology to accompany a film trailer. Students will need to use all of the skills learned throughout the previous two topics to perform and create pieces of music relevant to on screen action.</p>				
<p>Final Rotation - Not all students will receive this rotation</p>	<p>Topic 6 - Skill development project.</p>	<p>To be able to develop a skill that has been learned this year. That might be performance skills, composing skills or appraising skills. As this is a project that not all students will receive, this project needs to about refining skills already learned rather than developing new skills which may cause confusion moving forward into year 8.</p>	<p>Students will need to be responsible in choosing their project. They will need to be independent and resilient as well as reflective in their work.</p>	<p>Students will be assessed using the skills tracker from their chosen project.</p>	<p>Vocab relevant from all previous topics.</p>	<p>Self-Reflections</p>

Impact: *The impact of this curriculum is that students will have grown in confidence in Music; a subject that they may never have experienced before. The curriculum is designed to scaffold musical skills from the basics of rhythm and pitch to being able to perform and create music. By the end of year 7, students will have experienced a range of instruments and will be ready to expand further into music technology and more independent work. We also believe that this curriculum will help our students to develop many character traits particularly resilience, confidence and reflection.*