

Subject: **Music**

Year group: **7**

Core Content Overview:
Pupils will learn the basics of Music Theory through practical and creative work. The development of different skills such as reading rhythms and staff notation and learning to play instruments will be re-visited throughout the year so that the pupils will end year 7 with a good knowledge of the theory of music as well as performance and composing skills.

<p>Autumn Term 1 Baseline testing – All pupils will be tested on their knowledge and experience of Music. This is completed over the course of 4/5 weeks and includes a listening test; a performance; completing a composition and using Sibelius software (this will happen later this term). Elements of Music – Pupils begin to learn about the fundamental aspects of music theory including the Elements of Music: Dynamics, Rhythm, Tonality, Structure, Melody, Instruments, Texture and Harmony</p>	<p>Spring Term 1 Ukulele and Guitar – In this project the pupils will learn to play both the Ukulele and the guitar (developing transferrable skills). These skills include, developing the correct playing techniques, reading TAB notation for both playing chords and melodies. The pupils will be assessed on the skills they have developed at the end of this topic, via a performance. This topic may run slightly into next half term, depending on the length of the half term.</p>	<p>Summer 1 and 2 Instruments of the Orchestra Continued and Programme Music – Complete instruments of the orchestra and introduce the performance assessment piece for this topic, Ode to Joy by Beethoven. This allows pupils learn about how different instruments can be used/played to create music that can tell a story or express moods. Pupils will study Saint Saëns’ Carnival of the Animals, looking at how he uses instruments to represents Animals. Later in the term, as well as performing Ode to Joy, the pupils will compose a piece of programme music based on an animal of their choice. They should consider their use of the elements of music carefully (drawing on work from term 1) as well as then using Sibelius software to present their work.</p>
<p>Autumn Term 2 The Elements of Music continued – Pupils will continue to study the elements of music through a mixture of practical and theory tasks. It will include learning about samba music, embedding the idea of pulse and rhythm and playing with others, as well as learning to play a piece of the keyboard for a performance assessment this half term.</p>	<p>Spring Term 2 <i>Finish Ukulele and Guitar, if required</i> Instruments of the Orchestra - A large project which aims to recap music theory from term 1 (reading staff notation and rhythms). Pupils also learn to identify Orchestral instruments by both sight and sound and how each family of instruments are related and grouped and how they produce their individual sounds.</p>	

Key Skills:

Performing – Developing a wide variety of performing skills through singing and playing keyboard, percussion, ukulele and guitar
 Composing – Beginning by learning to compose short rhythmic ideas and developing these into longer (12-16 bar) compositions within given guidelines and structures
 Listening – Developing the ability to apply musical terminology to pieces of music they hear and study through listening to a wide variety of musical genres.

GRADE	DESCRIPTOR
Yr 7 Grade 7	Performing - Pupils will be able to play pieces of music on the keyboard using 2 hands together (left hand plays a more independent part) at grade 1 standard. They can perform with only minor inaccuracies in pitch and rhythm and there may be minor hesitations, during the performance which do not affect the overall fluency. Some musical detail and character is present in the performance. Composing – The piece uses some interesting and idiomatic rhythms (in relation to the topic); Some harmony has been added and the tonality of the piece

	is clear; The melody has an overall effective shape and is playable on the chosen instrument; It has a clear structure; Musical detail, such as dynamics, phrasing and articulation are used with understanding and the score presented is mostly accurate.
Yr 7 Grade 4/5	Performing - Pupils will be able to play a whole piece of music with a simple left hand accompaniment. They can perform pieces so the music is recognisable but there may be inaccuracies in pitch and rhythm and there may be several hesitations which disrupt the flow of the music. There is a basic sense of style and character. Composing –The piece uses simple rhythms and a reasonably clear use of tonality (in relation to the topic); The melody is mostly playable and has some use of repetition and contrast which gives the piece a sense of structure; Some musical detail has been included and the score presented may include some inaccuracies, making intentions unclear.
Yr 7 Grade 1	Performing - Pupils can only perform one line of phrase and the outline of the music may barely recognisable. The performance feels underprepared and is incomplete or played with gaps and hesitations throughout. No consideration has been given to the style or character of the music. Composing – The tonality of the piece is unclear and uses very simple rhythms or is incomplete resulting in an unclear structure.

Core Content Overview:

Building on the development of basic theory in year 7, pupils will now begin to explore more topic based learning which requires them to recall and extend their knowledge of musical conventions from a wide range of musical genres. With a focus on exploring tonality and textures.

Autumn Term 1

Chromaticism – Learning about tones and semitones and being able to play a chromatic scale accurately and fluently. Pupils are assessed on playing Fur Elise by Beethoven (which uses chromaticism) and study the life of the composer and learn to do an extended piece of writing about the music.

Spring Term 1

Catchy Tunes (composition) –The pupils will work on composing a “catchy tune” which incorporates the conventions discussed in the previous half terms work. An emphasis will be placed on revisiting some work from year 7 on rhythms, staff notation and structure.

Summer 1

Classical Music – In this term long topic the pupils will explore the history of Classical music from Baroque to Romantic music (1600-1910) They will learn about the conventions of each period and the differences and similarities between them. The pupils will be assessed on performance.

Autumn Term 2

Catchy Tunes – Discovering what makes a tune catchy through performing analysing and studying pieces of music. This half terms focus will be on a performance assessment and the pupils can choose from various different pieces to learn and perform.

Spring Term 2

Bass Lines – Pupils explore the use of bass lines in different pieces of music from different genres. This will also include learning to read bass clef notation. Pupils will go on to being assessed in playing Pachelbel’s Canon in D which is based on a well-known bass line.

Pupils can choose between performing ‘In the Hall of the Mountain King’ by Grieg, ‘Moonlight Sonata’ by Beethoven, or the theme from ‘Swan Lake’ by Tchaikovsky.

Key Skills:

Performing – Developing a wide variety of performing skills through different topics by singing and playing keyboard, ukulele, guitar or own choice of instrument. Composing – Composing longer (12-16 bar) compositions within given guidelines and structures with the addition of adding chords and harmony. Listening – Continuing to apply old and newly learn musical terminology to pieces of music they hear and study through listening to a wide variety of musical genres.

GRADE	DESCRIPTOR
Yr 8 Grade 7	Performing - Pupils will be able to play pieces of music on the keyboard using 2 hands together (left hand plays a more complex part) at grade 2 standard. They can perform with only minor inaccuracies in pitch and rhythm and there may be minor hesitations, during the performance which do not affect the overall fluency. Some musical detail and character is present in the performance. Composing – The piece uses some interesting and idiomatic rhythms (in relation to the topic); Chordal harmony has been added and the texture of the music has been considered; The tonality of the piece is clear; The melody has an overall effective shape and is playable on the chosen instrument; It has a clear structure; Musical detail, such as dynamics, phrasing and articulation are used with understanding and the score presented is mostly accurate. Pupils are able to write about their compositions and identify its strengths and weaknesses and give solutions for improvements in relation to the given brief. SPaG and musical vocabulary is used effectively.

<p>Yr 8 Grade 4/5</p>	<p>Performing - Pupils will be able to play a whole piece of music with a more independent left hand accompaniment (grade 1 standard). They can perform pieces so the music is recognisable but there may be inaccuracies in pitch and rhythm and there may be several hesitations which disrupt the flow of the music. There is a basic sense of style and character. Composing –The piece uses simple rhythms there is a reasonably clear use of tonality and some effective harmony has been added (in relation to the topic); The melody is mostly playable and has some use of repetition and contrast which gives the piece a sense of structure; Some musical detail has been included and the score presented may include some inaccuracies, making intentions unclear. Pupils are able to write about their compositions and identify its strengths and weaknesses in relation to the given brief. There may be some errors in SPaG and use of musical vocabulary and no solutions for improvements to the composition are given.</p>
<p>Yr 8 Grade 1</p>	<p>Performing - Pupils can only perform the melody with their right hand only and the outline of the music may be barely recognisable. The performance feels underprepared and is incomplete or played with gaps throughout. No consideration has been given to the style or character of the music. Composing – The choice of notes outline the tonality of the piece but the composition uses simple rhythms or is incomplete resulting in an unclear structure. Musical detail has not been considered and the evaluation hasn't been written in full sentences or is difficult to read. The score is also incomplete.</p>

Core Content Overview:

Pupils in year 9 explore and study different types of music. The aim of the curriculum is for pupils to hone their performance and composition skills in preparation for beginning the GCSE course (option subject) and to have a deeper theoretical and contextual understanding of the music they study than in previous years. They will also learn more complex terminology.

Autumn Term 1 – Film Music – Themes

The pupils will study the genre of film music through the works of difference composers. Looking at conventions and the development of film music over time, beginning with silent movies to the full-scale scores that are produced today. They will be expected to use key terms (such as pedal note, discord/dissonance, ostinato leitmotif, etc to describe the music they hear. They will also need to learn to play a film theme on an instrument of their choice for a performance assessment.

Spring Term 1 - Film Music – Incidental

The start of the term will be used to complete the Film Music compositions started at the end of the previous term.

Compound Time

In this short 6/7-week topic (which may run into the start of the next half term, depending on the length of the half term) the pupils will revisit time signatures, with a focus on compound time. They will learn about the conventions of these time signatures, as well as writing a short jig in compound time which will be presented using the Sibelius software or hand-written in pupil's booklets.

Summer Term – Popular Music and Fusion

The Popular Music topic will continue throughout the summer term with the addition of Fusion Music. In line with the Eduqas GCSE Music syllabus, pupils in year 9 will be introduced to the concept of fusion music through listening tasks.

The final performance assessment of the year will also take place during this term where pupils will perform a piece of popular music on either Keyboard, Guitar, Voice, Ukulele, or other.

Autumn Term 2 – Film Music - Incidental

Continuing on from the last topic pupils will continue to study film music with a focus on incidental music. They will continue to discover how the elements of music can affect the mood and atmosphere, as well as enhancing the experiences of the audience. They will demonstrate this understanding by composing their own incidental music for a short (1 minutes) clip from an animated film, using Sibelius software. This topic may continue after the Christmas holidays.

Spring Term 2 – Compound Time

Some time may be needed to complete the Compound Time topic and complete the Jig composition.

Popular Music and Fusion

In this topic the pupils look at the development of popular music from Blues music (2/3 lessons) to The Beatles and up to the present day. This more performance-based topic allows pupils to perform a piece of their choice individually on the keyboard, ukulele, guitar, voice or other. The pupils will study the conventions of the decades of pop music and typical instrumentation as well as how chords are used in popular music

Key Skills:

Performing – Developing a wide variety of performing skills through different topics by singing and playing keyboard, ukulele, guitar or own choice of instrument. Composing – Composing longer compositions within given guidelines and structures with the addition of adding chords and harmony and experimenting with texture and instrumentation Listening – Continuing to apply old and newly learn musical terminology to pieces of music they hear and study through listening to a wide variety of musical genres.

GRADE	DESCRIPTOR
Yr 9 Grade 7	<p>Performing - Pupils will be able to play pieces of music of grade 3 standard. They can perform with only minor inaccuracies in pitch and rhythm and there may be minor hesitations, during the performance which do not affect the overall fluency. Some musical detail and character is present in the performance. Composing – The piece uses some interesting and idiomatic rhythms (in relation to the topic); Idiomatic use of chords and the texture of the music has been considered and the tonality of the piece is clear and includes the use of a modulation; The melody has an overall effective shape and is playable on the chosen instrument; It has a clear structure; Musical detail, such as dynamics, phrasing and articulation are used with understanding and the score presented is mostly accurate. Pupils are able to write about their compositions and identify its strengths and weaknesses and give solutions for improvements in relation to the given brief. SPaG and musical vocabulary is used effectively.</p>
Yr 9 Grade 4/5	<p>Performing - Pupils will be able to play a whole piece of music with a complex independent left hand accompaniment (grade 2 standard). They can perform pieces so the music is recognisable but there may be inaccuracies in pitch and rhythm and there may be several hesitations which disrupt the flow of the music. There is a basic sense of style and character. Composing –The piece uses simple rhythms there is a clear use of tonality and some effective harmony has been added (in relation to the topic); The melody is mostly playable and has some use of repetition and contrast which gives the piece a sense of structure; Some musical detail has been included and the score presented may include some inaccuracies, making intentions unclear. Pupils are able to write about their compositions and identify its strengths and weaknesses in relation to the given brief. There may be some errors in SPaG and in the use of musical vocabulary and no solutions for improvements to the composition are given.</p>
Yr 9 Grade 1	<p>Performing - Pupils can perform the piece with a simple left hand accompaniment though the outline of the music may be barely recognisable. The performance feels underprepared and is incomplete or played with gaps throughout. No consideration has been given to the style or character of the music.</p> <p>Composing – The choice of notes outline the tonality of the piece and some simple harmony has been added. The composition uses simple rhythms or is incomplete resulting in an unclear structure. Musical detail has not been considered and the evaluation hasn't been written in full sentences or is difficult to read. The score is also incomplete.</p>