



Year 7 MUSIC



Topic Titles

- What are the building blocks of music?
- How can we develop language to discuss different instruments?
- How do musical elements apply to the music of other cultures?
- What purpose does music serve in films?
- Why is improvising an important skill for musicians?
- How can we use melody and chords to compose our own music?

Links with other subjects

Music has strong links to Geography as we explore other cultures across the globe and the musical differences. Biology and physics are used to explore how we use our voices and how sounds are produced by instruments. Music often relies on sequences and patterns, which lead to links in Maths. History is regularly discussed throughout Music lessons to create context for the pieces.

How can parents help?

- Encourage students to visit the VLE, especially the "Weekly Listening" section.
- By taking students to music events; concerts, musicals etc. These can also be watched online together too.
- Listen to music in the car with your child and encourage active listening; what can they hear in the music? What instruments are present? How are musical elements used? Do they like it? Forming opinions is important here, but more so is being able to justify them.
- Encourage your child to try extra curricular music activities, especially Voices, which requires no previous musical knowledge. Music is for everyone!

Intent

Throughout our lessons, our goal is for students to develop a knowledge of how music is created with the key musical elements, before growing and challenging this knowledge through the exploration of other musical styles across the globe.

We hope to provide students with a rich understanding of music from different cultures, styles and periods, so that they may use all of this as the basis of their own creations.

As we move through the topics, our aim is also for students to be able to use their skills and understanding to evaluate their own work and that of their class, through which they will learn how to develop and build on their initial ideas.

How will knowledge and skills be taught?

Students will learn how to read music notation and how to use this knowledge to help create pieces of their own. They will also learn to express their thoughts on music through active listening; having listened to music they will be equipped with the skills to identify key features and comment on how these compare to other music.

Recommended Reading and Preparation for Learning

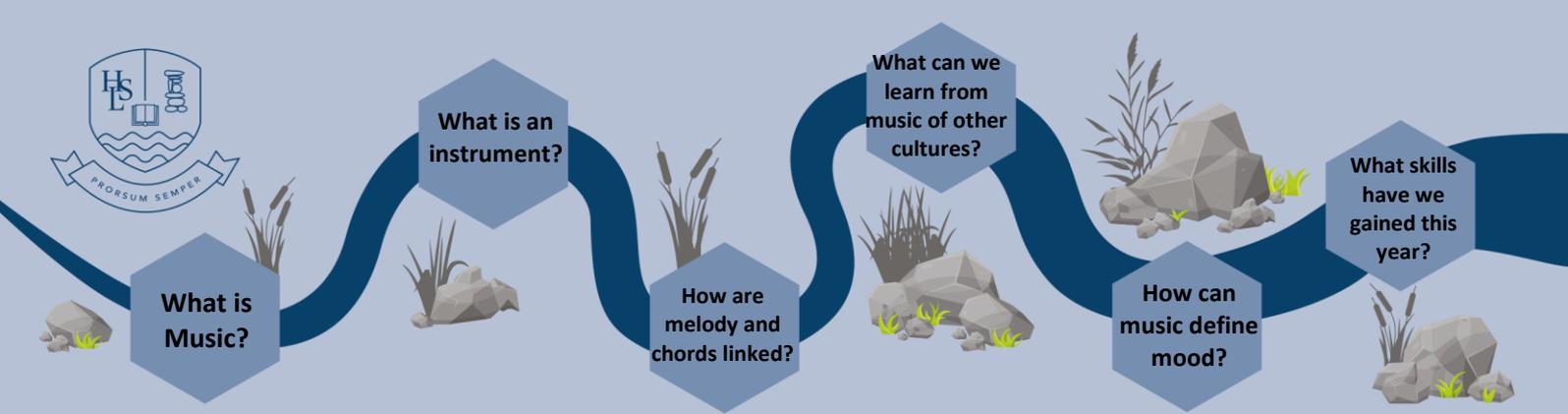
Explore the "Weekly Listening" section of the VLE; practice "active listening", using understanding of musical elements and topics to support opinions.

Listen to a variety of music. Spotify, Youtube and services like "Tidal" or "Qobuz" can be useful for this.

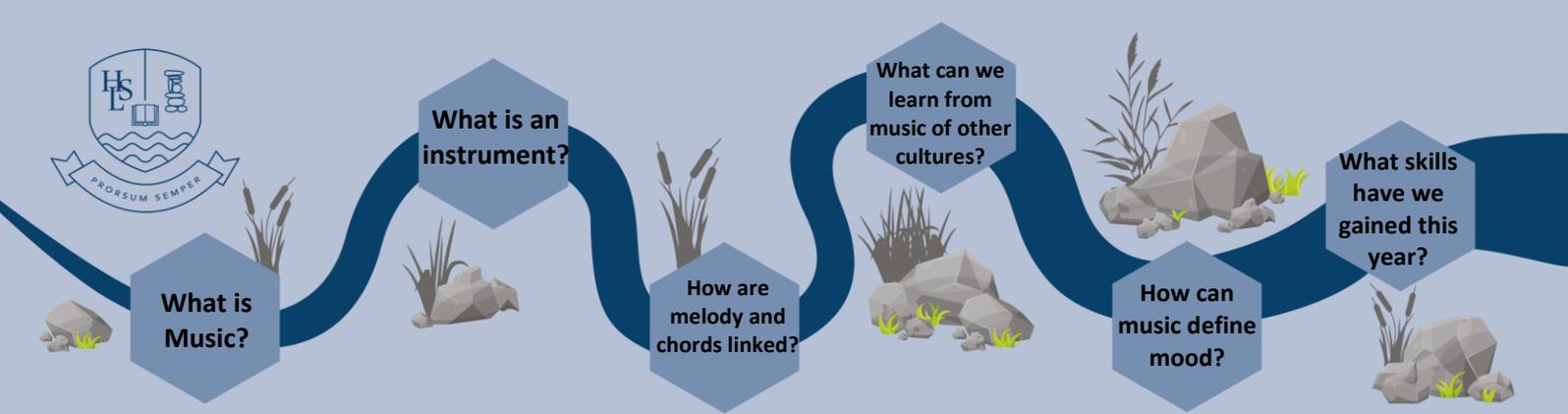
Visit IMSLP.org to find a variety of classical sheet music

Muscore can be a useful source for sheet music but be mindful that this is based around amateur transcriptions.

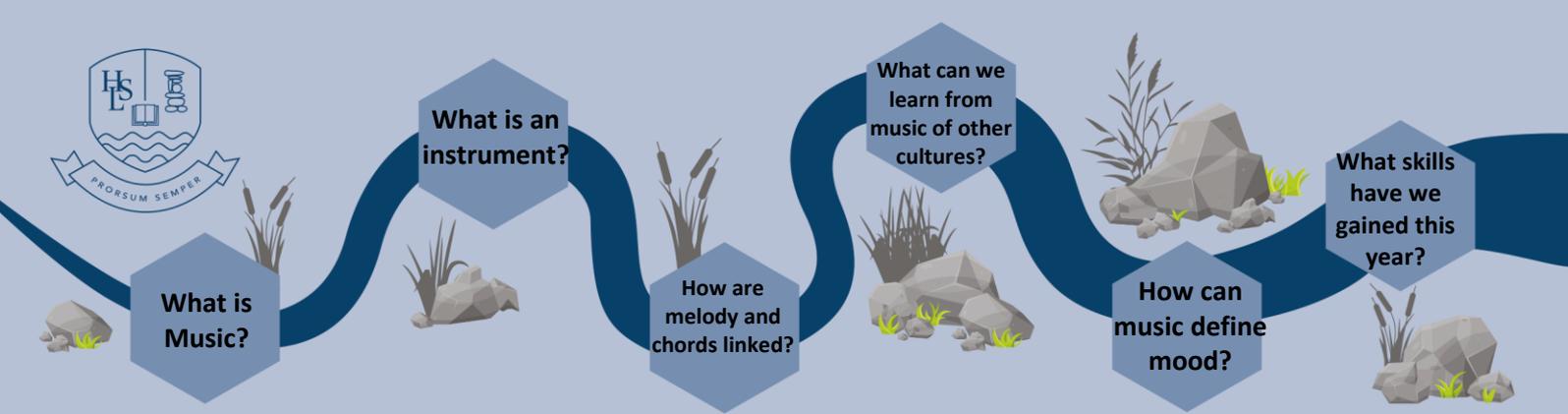
Spend time experimenting with different Instruments and perhaps consider instrument / singing lessons in school



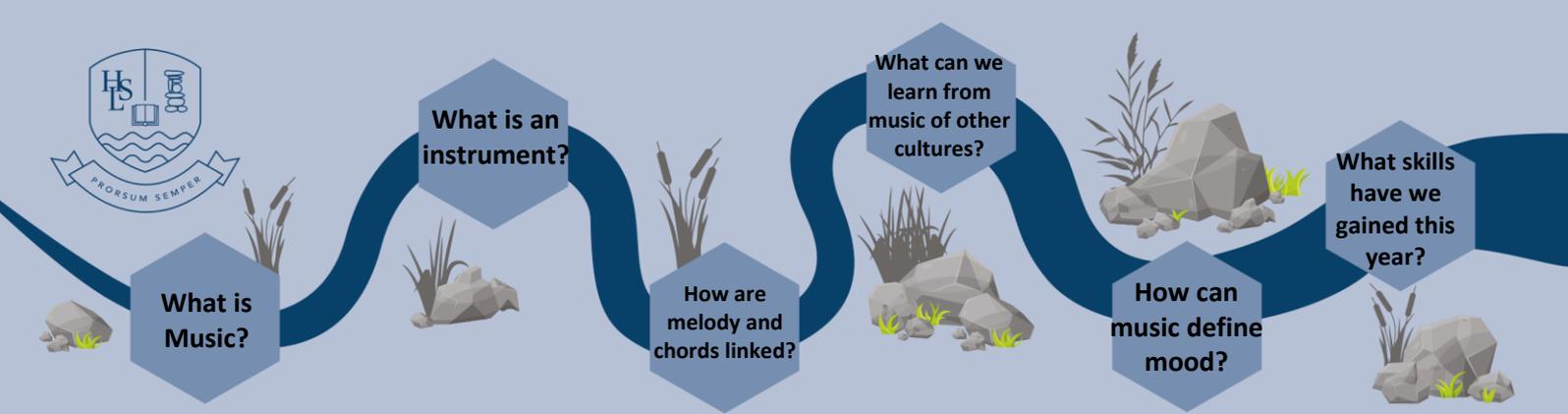
Music	Year 7	Autumn Term 1	
Musical Elements – What is Music?			
Topic Outline & Aims (Intent)			
<p>All students will understand key musical elements and how they can be used to talk about music. A new musical element will be explored each lesson and students will apply their understanding of this each week through different group learning activities. By the end of the topic, all students will be able to use elements to discuss music and will have applied this understanding through regular, varied weekly listening journal entries.</p>			
Key Skills and Knowledge taught through this topic (Intent)			
<ul style="list-style-type: none"> • Knowledge: Musical elements (what they are and why they are important to music) • Skills: Active listening (how to listen to music with a critical ear, applying musical elements as appropriate) • Skills: Whole class singing 			
Prior Learning: (Context)	Future Learning: (Context)	National Curriculum Links: (Context)	
<p>KS2: An initial understanding of what music is and how to use basic adjectives to describe how it makes us feel</p>	<p>KS3: Active listening will continue to take place in every lesson. Musical elements will be further explored as students create their own music and perform. The knowledge and understanding of these musical elements is critical to then developing a wider understanding of music.</p> <p>KS4: Appraisal in all areas of study (EDUQAS) will apply musical elements understanding</p>	<p>Aims as seen in National Curriculum: All pupils "...listen to, review and evaluate music". All pupils "understand and explore how music is created...including through inter-related dimensions: pitch, duration, dynamics, tempo..."</p>	
RRSA Links:		Assessment of Learning: (Impact)	
<p>ARTICLE 13: Sharing thoughts freely ARTICLE 28: Access to education ARTICLE 29: Aims of education ARTICLE 31: Rest, play, culture, arts</p>			
British Values Links:			
<p>MUTUAL RESPECT: whole class ensemble learning teaches the importance of valuing teamwork. Sharing opinions and ideas relating to weekly listening teaches learners to be open to different views than their own.</p>			
Eco Schools Links:			
<p>Waste: Reusing and recycling to be discussed in relation to "unusual instruments" lesson / timbre.</p>			
Reading / Enrichment	Key Vocabulary:	Numeracy Opportunities	Career Links
<ul style="list-style-type: none"> • Weekly Listening page available on the VLE with further weekly listening examples and opportunities to apply knowledge of Musical Elements. • Listening to music with a critical ear whenever possible • Participation in any / all extra-curricular opportunities is greatly encouraged! 	<p>Pitch Melody Rhythm Tempo Dynamics Timbre Texture Pulse Harmony Structure</p>	<p>Counting based class percussion, subdividing bars and beats Discussion of BPM in tempo and pulse</p>	<p>Musician; Sound engineer; Studio technician; Music therapist; Composer; Music publisher; Sound design; Music producer; Music critic / journalist; Conductor; Musicologist; Music historian; Instrumental teacher; Classroom teacher; Stage technician; Stage performer; Marketing; Foley artist; Arranger; Manager; Events management</p>



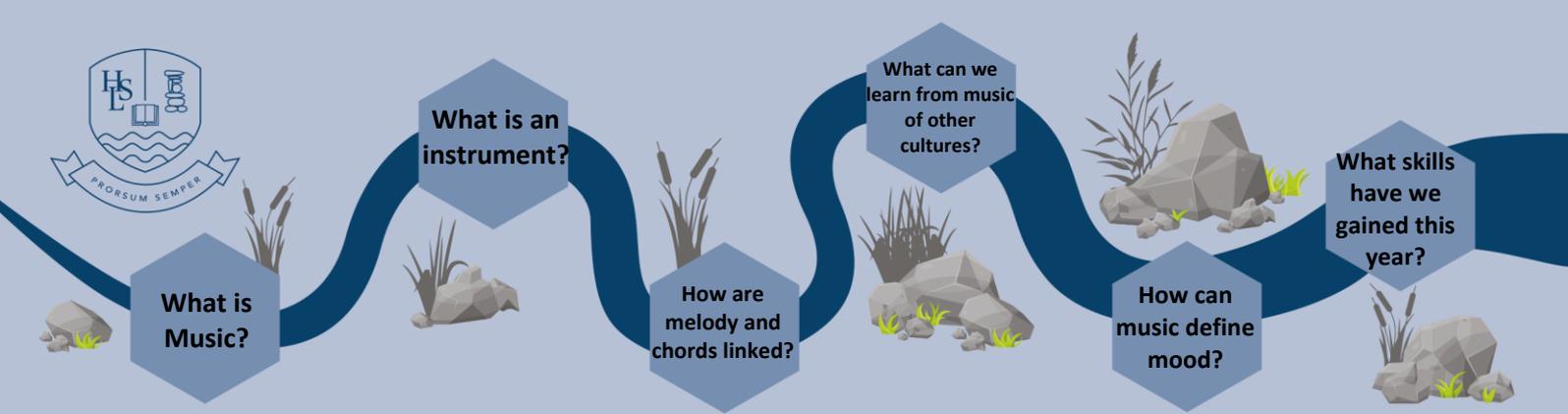
Music	Year 7	Autumn Term 2
Instruments – What is an Instrument?		
Topic Outline & Aims (Intent)		
<p>All students will explore what they believe “defines” an instrument, before questioning these beliefs with more unconventional methods of making music. Learners will develop their knowledge of how a sound is produced, both externally and with our voices. Different families of instruments will be discussed, and learners will have the opportunity to create instruments of their own. Once learners have developed an understanding of key musical families within Western music, we will explore other cultures to identify instruments that they may be less familiar with.</p>		
Key Skills and Knowledge taught through this topic (Intent)		
<ul style="list-style-type: none"> • Knowledge: Instrument families (the different categories of instruments and why certain instruments fit into those categories) • Knowledge: How a sound is produced • Skills: Active listening is continued in this topic and further developed as students learn to identify instruments by sound alone • Skills: Whole class singing, using our voice as an instrument 		
<p>Prior Learning: (Context)</p> <p>KS2: Ability to perform in ensemble contexts, using voices and instrument alongside listening to a variety of music with attention to detail.</p>	<p>Future Learning: (Context)</p> <p>KS3: Learning to identify instruments by sound will be important in the future analysis of music. Understanding how an instrument creates a sound and why they are categorised into different families will help students to learn how to play these instruments with greater control.</p> <p>KS4: Appraisal in all areas of study (EDUQAS) will apply a learner’s ability to identify instruments by sound and their relevant families. AoS2 (Music for Ensemble), 3 (Film Music) and 4 (Popular Music) will particularly rely on the understanding of a wide range of instruments.</p>	<p>National Curriculum Links: (Context)</p> <p>Aims as seen in National Curriculum: All pupils “...perform, listen to, review and evaluate music”. All pupils “understand and explore how music is created” All pupils “learn to sing and use their voices...have the opportunity to learn a musical instrument”</p>
<p style="text-align: center;">RRSA Links:</p> <p>ARTICLE 13: Sharing thoughts freely ARTICLE 15: Setting up or joining groups ARTICLE 28: Access to education ARTICLE 29: Aims of education ARTICLE 30: Minority culture ARTICLE 31: Rest, play, culture, arts</p>		<p style="text-align: center;">Assessment of Learning: (Impact)</p> <ul style="list-style-type: none"> • Weekly listening journal entries to apply understanding of different instruments • Recordings of whole class activities • End of module learning check
<p style="text-align: center;">British Values Links:</p> <p>MUTUAL RESPECT: whole class ensemble learning teaches the importance of valuing teamwork. Sharing opinions and ideas relating to weekly listening teaches learners to be open to different views than their own. Enabling pupils to “develop their self-knowledge, self-esteem and self-confidence”. Developing “further tolerance...between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures”.</p>		
<p>Eco Schools Links:</p> <p>Global Citizenship: World music example in weekly listening to reference “Baba Yetu” (C. Tin) and exploration of instruments from other cultures.</p>		
<p>Reading / Enrichment</p> <ul style="list-style-type: none"> • Weekly Listening page available on the VLE with further weekly listening examples and opportunities to apply knowledge of different instruments • Listening to music with a critical ear whenever possible • Participation in any / all extra-curricular opportunities is greatly encouraged! 	<p>Key Vocabulary:</p> <p>Musical elements Pitch Family Strings Woodwind Brass Percussion Larynx Diaphragm Timbre Texture</p>	<p>Numeracy Opportunities</p> <p>Explanation of frequency (Hz) when discussing the correlation between an instrument’s size and its pitch</p>
<p style="text-align: center;">Career Links</p> <p>Musician; Sound engineer; Studio technician; Music therapist; Composer; Music publisher; Sound design; Music producer; Music critic / journalist; Conductor; Musicologist; Music historian; Instrumental teacher; Classroom teacher; Stage technician; Stage performer; Marketing; Foley artist; Arranger; Manager; Events management</p>		



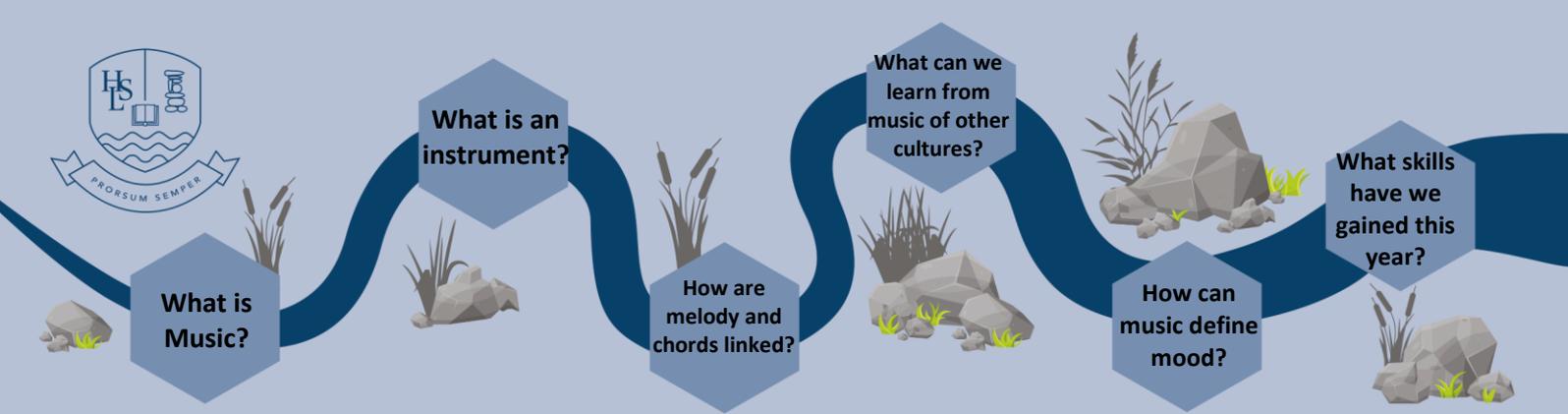
Music	Year 7	Spring Term 1	
Melody & Chords: How are Melody and Chords linked?			
Topic Outline & Aims (Intent)			
<p>All students will develop an understanding of what specifically constitutes a melody and a chord. Learners will then build a knowledge of staff notation and how to decode staff notation on a keyboard. This will lead to learning about chord construction and the positioning of chords underneath a melody to complement one another.</p>			
Key Skills and Knowledge taught through this topic (Intent)			
<ul style="list-style-type: none"> • Knowledge: An understanding of what a melody is and how to identify one in music • Knowledge: How a chord is constructed and the differences of tonality • Skills: Active listening is continued in this topic and developed through identifying and describing a melody • Skills: Playing melodies and chords on a keyboard by applying an understanding of staff notation 			
<p>Prior Learning: (Context)</p> <p>KS2: Ability to “listen with concentration and understanding to a range of music”</p> <p>Ability to “use and understand staff and other musical notations”</p>	<p>Future Learning: (Context)</p> <p>KS3: Learners will apply their understanding of chords and melodies in future modules through the composition of their own music, as seen in Year 8 Spring Term 1: Electronic Music. Learners will also develop their skills of decoding staff-based notation when approaching performance-based modules.</p> <p>KS4: EDUQAS “solo performance” component in many instances will require a knowledge of staff-based notation. The “composing” component will reflect a student’s understanding of melody and chords. Critical analysis of pieces will require a foundation in chord, melody, and notation knowledge.</p>	<p>National Curriculum Links: (Context)</p> <p>“Pupils should be taught to use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions”.</p>	
<p style="text-align: center;">RRSA Links:</p> <p>ARTICLE 13: Sharing thoughts freely ARTICLE 15: Setting up or joining groups ARTICLE 28: Access to education ARTICLE 29: Aims of education ARTICLE 30: Minority culture ARTICLE 31: Rest, play, culture, arts</p>		<p style="text-align: center;">Assessment of Learning: (Impact)</p> <ul style="list-style-type: none"> • Weekly listening journal entries to apply understanding of tonality and how chords / melody work together • Performance based recording to demonstrate understanding of notation, melody and chords 	
<p style="text-align: center;">British Values Links:</p> <p>MUTUAL RESPECT: whole class ensemble learning teaches the importance of valuing teamwork. Sharing opinions and ideas relating to weekly listening teaches learners to be open to different views than their own. Enabling pupils to “develop their self-knowledge, self-esteem and self-confidence”.</p>			
<p>Eco Schools Links:</p> <p>Global Citizenship: World music example (Japanese Taiko drumming) to be explored at the end of the module, to segue into the next topic and consider how music can exist <i>without</i> melody and chords.</p>			
<p>Reading / Enrichment</p> <ul style="list-style-type: none"> • Weekly Listening page available on the VLE • Listening to music with a critical ear whenever possible • Participation in any / all extra-curricular opportunities is greatly encouraged! 	<p>Key Vocabulary:</p> <p>Musical elements</p> <p>Pitch</p> <p>Melody</p> <p>Chords</p> <p>Phrase</p> <p>Cadence</p> <p>Harmony</p> <p>Key</p> <p>Tempo</p> <p>Beat</p> <p>Bar</p> <p>Octave</p>	<p>Numeracy Opportunities</p> <p>Decoding / graph interpretation through use of notation. Chords linked to roman numerals to be explored.</p>	<p>Career Links</p> <p>Musician; Sound engineer; Studio technician; Music therapist; Composer; Music publisher; Sound design; Music producer; Music critic / journalist; Conductor; Musicologist; Music historian; Instrumental teacher; Classroom teacher; Stage technician; Stage performer; Marketing; Foley artist; Arranger; Manager; Events management</p>



Music	Year 7	Spring Term 2	
Around the World I: What can we learn from music of other cultures?			
Topic Outline & Aims (Intent)			
<p>All pupils will explore music from across the globe and understand the importance of world music, alongside its influence on various styles. Pupils will create a custom VLE page based on one style of world music that will then be added to a Google Earth Project, allowing all other students to view each other's pages.</p>			
Key Skills and Knowledge taught through this topic (Intent)			
<ul style="list-style-type: none"> • Knowledge: An understanding of what constitutes "world music" • Knowledge: The knowledge to marry student's sense of place with musical experiences • Skills: Active listening is improved throughout the module with world music examples • Skills: (cross-curricular) Developing a VLE page to showcase research 			
<p>Prior Learning: (Context)</p> <p>KS2: Ability to "listen with concentration and understanding to a range of music" "Appreciate and understand a wide variety of high-quality live and recorded music drawn from different traditions."</p>	<p>Future Learning: (Context)</p> <p>KS3: Pupils will explore how world music has influenced further genres of music, for example, in Music for Movies, a sample of the score from "Dune" will be played and similarities will be able to be drawn to Mongolian and/or Tuvan throat singing.</p> <p>KS4: EDUQAS component 3: "Appraising" Area of Study 1: Musical Forms and Devices, "through listening to and/or playing examples of music from the Western Classical Tradition..." ; our exploration of music from around the World seeks to challenge the concepts that are fundamental to the Western Classical Tradition, thus strengthening a pupil's understanding of them.</p>	<p>National Curriculum Links: (Context)</p> <p>"All pupils...listen to, review and evaluate music across a range of historical periods, styles and traditions."</p> <p>"Pupils should be taught to... listen with increasing discrimination to a wide range of music"</p>	
<p style="text-align: center;">RRSA Links:</p> <p>ARTICLE 2: No discrimination ARTICLE 13: Sharing thoughts freely ARTICLE 14: Freedom of thought and religion ARTICLE 17: Access to information ARTICLE 30: Minority culture, language and religion ARTICLE 31: Rest, play, culture, arts</p>		<p style="text-align: center;">Assessment of Learning: (Impact)</p> <ul style="list-style-type: none"> • Weekly listening journal entries to apply understanding musical elements in relation to World Music, challenging some of the concepts discussed that are typically applied to Western Classical Music. • Assessment of VLE pages and understanding gained for a specific genre of world music. 	
<p style="text-align: center;">British Values Links:</p> <p>"Schools should ... further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures"</p>			
<p>Eco Schools Links:</p> <p>Global Citizenship: Exploring the music and cultures of different places from around the world</p>			
<p>Reading / Enrichment</p> <ul style="list-style-type: none"> • Weekly Listening page available on the VLE • Listening to music with a critical ear whenever possible • Participation in any / all extra-curricular opportunities is greatly encouraged! • Follow school Spotify account for playlists curated for each topic (@Mr Bunting) 	<p>Key Vocabulary:</p> <p>Texture Dynamics Tempo Percussion Strum Flamenco Ensemble Call and response Syllabic Melismatic</p>	<p>Numeracy Opportunities</p> <p>Distance calculation between various locations. Decoding graphs / maps through exploration of different countries.</p>	<p>Career Links</p> <p>Musician; Sound engineer; Studio technician; Music therapist; Composer; Music publisher; Sound design; Music producer; Music critic / journalist; Conductor; Musicologist; Music historian; Instrumental teacher; Classroom teacher; Stage technician; Stage performer; Marketing; Foley artist; Arranger; Manager; Events management</p>



Music	Year 7	Summer Term 1	
Music for Movies: How can music define mood?			
Topic Outline & Aims (Intent)			
All pupils will discover how music is used in film to achieve different results. Pupils will explore different pieces from the great film composers of the golden age of cinema and examine what makes their work effective. Pupils will question the necessity for music in film and learn how a film's overall character can be completely altered through its musical content.			
Key Skills and Knowledge taught through this topic (Intent)			
<ul style="list-style-type: none"> • Knowledge: An understanding of key film music concepts, such as leitmotif and diegetic / non-diegetic music. • Knowledge: The knowledge of how a film's application of musical elements can affect character / mood • Skills: Active listening is improved throughout the module with film music examples • Skills: Composition of a piece of film music 			
Prior Learning: (Context) KS2: "All pupils ... understand and explore how music is created, produced and communicated, including through the inter-related dimensions" KS3: Understanding of instrument families and timbre relating to different families. Rigorous understanding of musical elements.	Future Learning: (Context) KS3: In Year 8, pupils will build on their knowledge from this module by exploring "Music for Musicals", which will draw upon the key concepts taught here and challenge them in a live, performance setting. KS4: EDUQAS component 3: "Area of study 3: Film music – In this area of study, learners will develop an understanding of film music including the use of timbre, tone colour and dynamics for effect. Through listening to and/or performing examples of film music learners will study how ... composers use musical elements appropriately to respond to a specific commission, composers use leitmotifs and thematic transformation to develop thematic material. Component 2: Composing – Learners select one from a choice of four briefs, each related to a different area of study: ... Area of study 3: Film Music"	National Curriculum Links: (Context) "All pupils understand and explore how music is created, produced and communicated, including through the use of inter-related dimensions." "Pupils should be taught to: <ul style="list-style-type: none"> • Compose, extend and develop musical ideas" 	
RRSA Links: ARTICLE 13: Sharing thoughts freely ARTICLE 14: Freedom of thought and religion ARTICLE 17: Access to information ARTICLE 31: Rest, play, culture, arts		Assessment of Learning: (Impact) <ul style="list-style-type: none"> • Weekly listening journal entries to apply understanding musical elements in relation to Film Music and how those elements are used to different effect • Assessment of composition and pupil's understanding of film music through their demonstration of using musical elements to represent on-screen events 	
British Values Links: "Schools should: <ul style="list-style-type: none"> • enable students to develop their self-knowledge, self-esteem and self-confidence • encourage students to ... show initiative • encourage respect for other people" 			
Eco Schools Links: Energy & Water: Reducing energy use and investigating greener energy sources, explored through plot relevance of various films including <i>Dune</i>			
Reading / Enrichment <ul style="list-style-type: none"> • Weekly Listening page available on the VLE • Listening to music with a critical ear whenever possible • Participation in any / all extra-curricular opportunities is greatly encouraged! • Follow school Spotify account for playlists curated for each topic (@Mr Bunting) 	Key Vocabulary: Structure Texture Motif Leitmotif Theme Genre Diegetic / non-diegetic Commission Score Underscore Mickey Mousing	Numeracy Opportunities Bar numbers, tempo and BPM discussed in relation to various film scores	Career Links Musician; Sound engineer; Studio technician; Music therapist; Composer; Music publisher; Sound design; Music producer; Music critic / journalist; Conductor; Musicologist; Music historian; Instrumental teacher; Classroom teacher; Stage technician; Stage performer; Marketing; Foley artist; Arranger; Manager; Events management



Music	Year 7	Summer Term 2	
Notation Skills: What skills and knowledge have we gained this year?			
Topic Outline & Aims (Intent)			
<p>Through a series of creative and engaging lessons, pupils will revisit various aspects of the Music curriculum from the past year. This will ensure a strong foundation of knowledge ready for pupils to build upon as they move into Year 8. The primary focus in this module is on theoretical aspects of music, mainly musical elements, instruments of the orchestra and music notation.</p>			
Key Skills and Knowledge taught through this topic (Intent)			
<ul style="list-style-type: none"> • Knowledge: An understanding of basic music notation • Knowledge: The knowledge of how music theory links to practical elements of the subject • Skills: Active listening is improved throughout the module with varying examples of different genres • Skills: Application of music theory to keyboard and guitar skills 			
<p>Prior Learning: (Context) KS2: "Pupils should be taught to ... use and understand staff and other musical notations, play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression" KS3: Understanding of basic staff notation specifically relating to pitch, alongside how this applies to the notes of a piano</p>	<p>Future Learning: (Context) KS3: In Year 8, pupils will learn about rhythmic notation, which will compliment their understanding of pitch-based notation. Increasingly notation will be used to demonstrate various theory techniques, which will require an understanding of how to read the staff. KS4: EDUQAS component 3, "Musical language:"</p> <ul style="list-style-type: none"> • Reading and writing treble and bass clef staff notation in simple time • Reading treble and bass clef staff notation in compound time 	<p>National Curriculum Links: (Context) "All pupils understand and explore how music is created, produced and communicated, including through the use of inter-related dimensions." "Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions 	
<p style="text-align: center;">RRSA Links:</p> <p>ARTICLE 13: Sharing thoughts freely ARTICLE 14: Freedom of thought and religion ARTICLE 17: Access to information ARTICLE 31: Rest, play, culture, arts</p>		<p style="text-align: center;">Assessment of Learning: (Impact)</p> <ul style="list-style-type: none"> • Weekly listening journal entries to apply a broad understanding of both musical elements and instruments of the orchestra • Assessment of performance skills and knowledge of staff notation / basic music theory 	
<p style="text-align: center;">British Values Links:</p> <p>"Schools should:</p> <ul style="list-style-type: none"> • enable students to develop their self-knowledge, self-esteem and self-confidence • encourage students to ... show initiative" 			
<p style="text-align: center;">Reading / Enrichment</p> <ul style="list-style-type: none"> • Weekly Listening page available on the VLE • Listening to music with a critical ear whenever possible • Participation in any / all extra-curricular opportunities is greatly encouraged! • Follow school Spotify account for playlists curated for each topic (@Mr Bunting) 	<p style="text-align: center;">Key Vocabulary:</p> <p>Notation Note Pitch Stave / staff Treble clef Range Beat Bar Crotchet / minim / semi-breve Time signature</p>	<p style="text-align: center;">Numeracy Opportunities</p> <p>Understanding of note values, beats and bar lengths. Discussion of fractions and importantly how time signatures are <i>not</i> fraction based.</p>	<p style="text-align: center;">Career Links</p> <p>Musician; Sound engineer; Studio technician; Music therapist; Composer; Music publisher; Sound design; Music producer; Music critic / journalist; Conductor; Musicologist; Music historian; Instrumental teacher; Classroom teacher; Stage technician; Stage performer; Marketing; Foley artist; Arranger; Manager; Events management</p>