



Academic year: <u>Year 7</u>	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
AUT A Musical elements and notation	Understanding keywords and musical elements. Analysing music. Baseline Assessment	<ul style="list-style-type: none"> • How to read pitch and rhythm notation through solfege. • Appraising skills – using keywords and describing music. • Keywords: Pitch, Rhythm, Tempo, Texture, Dynamics, Metre. • How to sing well. Keeping in time, projecting, and singing with accurate intonation. • Composing using the musical elements: combining different rhythms. • Body percussion skills. 	<p>Musical questionnaire on entry in Y7 (including musical theory understanding and identifying performing skills).</p> <p>HPA – solo performance and individual composition.</p> <p>All students – ensemble performance and group composing task.</p>
AUT B Musical elements and notation	Keyboard skills - learning how to work out notes of keyboard and how to read notation	<ul style="list-style-type: none"> • Further emphasis on musical elements - how to use musical language accurately. • Introduction to Western notation and how to read the treble and bass clef staves. • Good keyboard hand position and finger independence through learning differentiated keyboard pieces. • Listening and appraising skills - giving aural and written feedback to assess how a performance went well or how it could be improved. • How to perform confidently as a soloist. 	Solo keyboard performance skills assessed in final performance.
SPR A	African Music - learning about instrumental and vocal conventions in Western African Drumming	<ul style="list-style-type: none"> • How to learn music from an aural tradition and pass this on to others. • How to create an effective piece based on repetition/ostinato and development of musical ideas. • Teamwork in composition and performing. • Improving vocal skills and harmonising vocally in a group. • Instrumental skills - percussion based performing. • How to identify common African instruments aurally. • How to create more extended and complex rhythms and perform them with a steady beat. 	<p>Master drummers assessed for their ability to lead a rehearsal.</p> <p>Ensemble performing skills in final performance.</p> <p>Solo vocal skills as appropriate if included in final piece.</p>



		<ul style="list-style-type: none"> How to take the lead in a rehearsal and performance as Master Drummer 	Western African Music research HW – knowledge and understanding assessed.
SPR A World Music	Samba - cultural context and background, developing instrumental skills	<ul style="list-style-type: none"> How to identify the different samba instruments visually and aurally. How to play different samba instruments correctly. How to maintain your rhythmic part as part of an ensemble - playing in time. Learning the main groove and different types of break. How to compose a samba piece using the main groove and different types of break. 	Ensemble performance skills, leadership, and quality of composition assessed in final performance of group composition.
SPR B Jazz	12 Bar Blues: the history and Blues conventions. Improvising melodies over repeating chords.	<ul style="list-style-type: none"> How to create accompaniment patterns from chords. Playing two hands on a keyboard. How to create melodies from scales (improvising using Blues Scale). Ensemble skills: fitting with others in group performances. Appraising: identifying typical blues instruments (comparison with Western European tradition). Social awareness: role of Slave Trade in Blues and inequality in Southern USA. Racism in Music industry (original Dixieland Jazz Band) 	Performance of 12 Bar Blues bassline and chords. Quality of improvised melodies using Blues Scale. (composing, performing, and listening)
SUM A Instruments of the Orchestra	Pachelbel's Canon: Baroque music and layering melodies over repeating bassline.	<ul style="list-style-type: none"> How to create different textures by layering melodies on top of each other. Playing two hands on a keyboard. How to play progressively more complex melodies with more challenging rhythms. Ensemble skills: fitting with others in group performances. Appraising: identifying instruments of the orchestra. 	EOY exam. (composing, performing, and listening)
SUM B Structure	Using phrases (4 and 8 bars). Sections found in songs.	<ul style="list-style-type: none"> Understanding the term structure in Music. Identifying where different sections start and finish: describing the contrasts. Appraising: identifying binary form, ternary form, and rondo form compositions. Composing binary form, ternary form, and rondo pieces. Composing using MuseScore: copying and pasting and developing ideas. 	Binary Form, Ternary Form and Rondo compositions. Listening exercises based on structure. HPA – performance of graded exam pieces in classical structures.



	<p>Binary, ternary and rondo forms.</p> <p>Development and repetition of ideas.</p>		
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