

## Year 7

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn	<b>Songs for Year 7 Concert</b>	<p><b>How to sing in public concert performance</b></p> <p><b>How to develop the ability to analyse basic elements in music</b></p> <p><b>How to compose simple melodies by ear and perform them from memory</b></p>	<ul style="list-style-type: none"> <li>● How to prepare for singing, in terms of understanding physiology of effective and healthy singing, enhancing breath control, vocal support, posture and warming up the voice healthily.</li> <li>● How to develop and apply ensemble skills through performance.</li> <li>● How to listen to and analyse key musical features from a range of repertoire, using the elements of music as descriptors.</li> <li>● Develop skills of improvisation, inventing rhythms and exploring sonority and texture.</li> <li>● To create and manipulate rhythms and pitch to create vocal lines suitable for Christmas carols.</li> <li>● To record them in small groups for submission to a Year group Carol competition.</li> </ul>	<p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>● Small Group Singing Assessment, marked individually.</li> <li>● Test of music at the end of term relating the elements of music and emergent compositional skills.</li> </ul> <p><b>AP point</b></p> <ul style="list-style-type: none"> <li>● Analysis of musical features from aural musical examples, marked individually.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Confidence in performance, team working, independent practice, numeracy (rhythm and analysis), literacy (analysis, annotation, Evaluation, reading from notation), aural skills.</li> </ul>

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Spring	<b>Keyboard, Singing and Instrumental</b>	<p><b>How to develop ability, fluency and accuracy in reading musical notation</b></p> <p><b>How to develop technical language to appraise music</b></p> <p><b>How to compose simple melodies in bass and treble clef</b></p>	<ul style="list-style-type: none"> <li>● How to identify pitches on the keyboard.</li> <li>● Understand and apply features of notation such as pitch on the treble clef, time and key signatures, basic rhythm, and the elements of music such as texture and chords.</li> <li>● How to play the keyboard using effective technique and to prepare a performance of themes from 'Swan Lake'.</li> <li>● How to enhance and apply ensemble skills through performance.</li> <li>● How to appraise, analyse and evaluate music using a broader musical vocabulary and an increasing range of technical terms.</li> <li>● How to understand and apply features of notation such as pitch on the treble clef, more complex time and key signatures, more intricate rhythm, and the elements of music such as texture and harmony.</li> <li>● How to identify common instruments of the orchestra by sight and sound, building on prior learning with regard to sonority, and to categorise them into instrumental families.</li> </ul>	<p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>● Individual performing and appraising assessment.</li> <li>● Composing tasks both solo and in pairs.</li> <li>● Individual Grade 1- standard theory test.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Developing fluency and accuracy in reading notation, confidence in performance, team working, independent practice, numeracy (rhythm and analysis), literacy (analysis, annotation, evaluation, reading from notation), aural skills.</li> <li>● Composition fluency; the ability to match chords to melodic shapes and to get a sense of what 'works' and what does not.</li> <li>● To develop an awareness of repetition, structure and contrast (RSC) in music and its benefits and purpose.</li> </ul>
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Summer	<b>Art music composition and notation on Sibelius</b>	<b>How to compose melodies as art music</b>  <b>How to structure the telling of a fairytale in musical language</b>  <b>To prepare appropriately for the Summer concert</b>	<ul style="list-style-type: none"> <li>• How to develop and apply ensemble skills through performance.</li> <li>• Working with the story of Prokofiev's 'Peter and the Wolf', students will prepare their own individualised performance as a group, writing a new script and telling the story in their own way through words and music.</li> <li>• How to appraise, analyse and evaluate music using increasingly refined and analytical language underpinned by technical terminology.</li> <li>• Understand and apply features of notation such as pitch on the treble clef and bass clef, time and key signatures, more intricate rhythm, and elements of music such as texture and more developed harmony.</li> <li>• Through these skills, students will write their own fairytale in small groups, setting their words to music and building on work previously done with 'Peter and the Wolf' in preparation for group performances in class.</li> </ul>	<b>How understanding is assessed</b> <ul style="list-style-type: none"> <li>• Individual performing assessment within class performance.</li> <li>• Assessment of composition outcomes.</li> </ul> <b>AP point</b> <p>Assessment of composition against criteria.</p> <b>Skills</b> <ul style="list-style-type: none"> <li>• Developing fluency and accuracy in reading notation, confidence in performance, team working, independent practice, numeracy (rhythm and analysis), literacy (analysis, annotation, evaluation, reading from notation), aural skills.</li> <li>• To understand and apply concepts of pulse, rhythm, texture etc. in the context of group work.</li> </ul>
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