

Year 7

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn	How to be a performer	How to perform in a public concert performance How to analyse basic elements in music How to read, perform and compose rhythm notation	- 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. - How to develop and apply ensemble skills through performance. - How to listen to and analyse key musical features from a range of repertoire, using the elements of music as descriptors - Develop skills of improvisation, inventing rhythms and exploring sonority and texture. - To read rhythm notation from semibreves to semiquavers and their respective rests. - To create and manipulate rhythms.	How understanding is assessed: - Class singing and each individual's engagement in that - Homework and classwork activities AP point: - Written paper on rhythm notation - Practical exercise of clapping an unseen rhythm Skills: - Confidence in performance, team working, independent practice, numeracy (rhythm and analysis), literacy (analysis, annotation, evaluation, reading from notation), aural skills.

Spring	Keyboard and Instrumental	How to develop ability, fluency and accuracy in reading musical notation How to develop technical language to appraise music How to perform simple melodies in the treble clef at the piano	• How to identify pitches on the keyboard. • 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 dynamics and tempo. • How to play the keyboard using effective technique and to prepare a performance of 'Ode to Joy'. • How to enhance and apply ensemble skills through performance. • How to appraise, analyse and evaluate music using a broader musical vocabulary and an increasing range of technical terms. • How to identify common instruments of the orchestra by sight and sound, and to categorise them into instrumental families	How understanding is assessed: • Individual performing and appraising assessment including written work, listening work, factual recall and performing work. • Performing tasks both solo and in pairs Skills: • 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. • Performing fluency; reflecting on good practice techniques; good keyboard playing technique • To develop an awareness of repetition, structure and contrast (RSC) in music and its benefits and purpose
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Summer	Musical storytelling composition and notation on Sibelius	How to compose melodies as descriptive music How to structure the telling of a fairytale in musical language Develop aural and analytical skills in relation to how composers create meaning through music	- How to develop and apply ensemble skills through performance. - Working with the story of Prokofiev's 'Peter and the Wolf', students will analyse how Prokofiev told the story through music, both by analysing the music itself, and analysing how it changes and develops during the course of the story. - How to appraise, analyse and evaluate music using increasingly refined and analytical language underpinned by technical terminology. - 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 articulation and tonality. - 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.	How understanding is assessed: - Individual performing assessment within class performance - Assessment of composition outcomes - Assessment of analytical essay-style written work AP point: Assessment of composition against criteria Skills: - Developing fluency and accuracy in reading and writing notation, confidence in performance, team working, independent practice, numeracy (rhythm and analysis), literacy (analysis, annotation, evaluation, reading from notation), aural skills. - To understand and apply concepts of pulse, rhythm, texture etc. in the context of group work
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