

IMPLEMENTATION

		Term 1								Term 2								Term 3								Term 4								Term 5								Term 6							
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39									

INTENT

The themes for the year / areas of the curriculum to be studied / the big picture TO BE SHARED WITH STUDENTS (evidence in their books)

“I think music in itself is healing. It’s an explosive expression of humanity. It’s something we are all touched by. No matter what culture we’re from, everyone loves music.” – Billy Joel

The intent in music is that pupils explore and develop their musical creativity through learning how to perform and compose music. As well as this, they work on key skills such as teamwork when working in groups, problem solving in performance and composition tasks and analytical

By the end of KS3, students are given the skills and knowledge to be able to continue their musical journey and confidently into KS4 and KS5.

By the end of Year 7, students should be able to:

Year 7 – Topic area and Assessment

- Sing regularly from an extended repertoire with a sense of ensemble (Phrasing, pitching, dynamics etc.) – Find Your Voice
- Improvise new musical ideas over a chord sequence/groove within a given key – Find Your Voice
- Compose melodies using vocal or instrumental improvisation – Find Your Voice
- Develop the technical ability to identify the use of musical elements – Elements of Music, Programme Music
- Read, play (and create) short rhythmic phrases at sight, using conventional symbols for rhythms and note durations – Elements of Music
- Learn to find notes on keyboards – Elements of Music, Keyboard Skills
- Develop understanding of the meaning and purpose of music being listened to – Programme Music
- Explore D minor and the pentatonic minor starting on D – Keyboard Skills (*Drunken Sailor*)
- Play rhythmically simple melodies on keyboard instruments, following staff notation written on one staff – Keyboard Skills
- Compose bass lines using root note of each chord – Keyboard Skills
- Read simple phrases using pitch and rhythmic notation on the treble clef containing melodies that move mostly by step – Keyboard Skills

Find Your Voice – 4 Chord mash up	FYV – Christmas Concert	Elements of Music	Programme Music	Keyboard Skills	Keyboard Skills
<ul style="list-style-type: none"> ➤ Learn basic vocal technique ➤ Create backings for vocal mash up ➤ Create melodic layers for mash up ➤ Perform mash up - assessed 	<ul style="list-style-type: none"> ➤ Ensemble singing ➤ Singing for an audience <p><u>Elements of Music</u></p> <ul style="list-style-type: none"> ➤ Explore musical elements ➤ Learn basic rhythm notation 	<ul style="list-style-type: none"> ➤ Learn basic rhythm notation ➤ Create short piece based on elements – assessed ➤ Introduce treble clef and keyboard 	<ul style="list-style-type: none"> ➤ Learn that composers write music based on stimuli ➤ Compose short themes and music based on characters/ stimuli 	<ul style="list-style-type: none"> ➤ Develop knowledge of treble clef ➤ Explore five finger technique ➤ Learn about chords 	<ul style="list-style-type: none"> ➤ Explore use of major and minor keys ➤ Create bass lines on already known piece <p><u>(Find Your Voice 2 – Summer Production</u></p> <ul style="list-style-type: none"> ➤ Ensemble singing ➤ Singing for an audience)

IMPACT				
Topic, Assessment, Readiness	Topic	Assessment Method	Mark Sch / Grade Boundaries	Knowledge / Skills / Understanding To be shared with students
	Find Your Voice	<ul style="list-style-type: none"> ▪ Formative assessment of singing and lesson in every lesson ▪ Audio/video recording of group singing – teacher assessed grade 	Graded from 9-1. Formative verbal feedback given throughout process. Audio evidence and departmental spreadsheet of grades.	<ul style="list-style-type: none"> • Regular singing from an extended repertoire with a sense of ensemble (Phrasing, pitching, dynamics etc.) • Improve new musical ideas over a chord sequence/groove within a given key • Compose melodies using vocal or instrumental improvisation
	Elements of Music	<ul style="list-style-type: none"> ▪ Radio play script in groups – peer assessed ▪ Graphic soundscape in groups – peer comments and teacher assessed grade 	Graded from 9-1. Formative verbal feedback given throughout process. Audio evidence and departmental spreadsheet of grades.	<ul style="list-style-type: none"> • Develop the technical ability to identify the use of musical elements • Read, play (and create) short rhythmic phrases at sight, using conventional symbols for rhythms and note durations • Learn to find notes on keyboards
	Programme Music	<ul style="list-style-type: none"> ▪ Programme music character solo composition – peer and teacher assessed 	Graded from 9-1. Formative verbal feedback given throughout process. Audio evidence and departmental spreadsheet of grades.	<ul style="list-style-type: none"> • Develop the technical ability to identify the use of musical elements • Develop understanding of the meaning and purpose of music being listened to
	Keyboard Skills	<ul style="list-style-type: none"> ▪ Solo keyboard performance of Drunken Sailor ▪ Drunken Sailor performance with bass line 	Graded from 9-1. Formative verbal feedback given throughout process. Audio evidence and departmental spreadsheet of grades.	<ul style="list-style-type: none"> • Explore D minor and the pentatonic minor starting on D (<i>Drunken Sailor</i>) • Play rhythmically simple melodies on keyboard instruments, following staff notation written on one stave • Compose bass lines using root note of each chord • Read simple phrases using pitch and rhythmic notation on the treble clef containing melodies that move mostly by step