

Year 7 Music Curriculum Overview

Year 7		2024/2025				
Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Topic/ Skills	<p>Topic Exploring Rhythm, Chords and Metre in Music for Dance</p> <p>Building Bricks from Musical Contexts has been designed as a unit of work which can be used during the first term of Year 7 to both allow pupils the opportunity to engage in active music making and teachers to “baseline assess” pupil’s prior skills, knowledge and understanding in terms of performing, composing, listening and</p>	<p>Topic . Exploring Bass Clef Reading and Notation and Bass Line Musical Patterns.</p> <p>Bass Clef Reading and Notation forms the foundation of this unit which explores a range of commonly used Bass Line Patterns within a variety of different types, styles, and genres of music from different times and places.</p> <p>Pupils begin by exploring the various meanings of the term ‘bass’ before looking at the Bass Clef and the names of the</p>	<p>Topic : Exploring Textures and Rhythms</p> <p>This unit explores the main rhythmic musical features and devices used in African music, particularly the African drumming tradition of West Africa.</p> <p>Pupils explore the different African Drum performance techniques and the effect this has on the timbre and sonority of the sounds produced. They then move on to perform and create, by</p>	<p>Topic Water Music</p> <p>This unit provides pupils with the stimulus of water as a basis for singing, performing, composing, improvising and listening and appraising to a wide variety of water-inspired music.</p> <p>Pupils begin by creatively composing in response to a variety of images of water in its various forms before exploring how the composer Smetana describes the course of a river in</p>	<p>Topic Animal Crackers</p> <p>This unit takes, as its starting point, Saint-Saëns’ programmatic suite “Carnival of the Animals” as a musical starting point to explore how composers have created descriptive music based on animals. Pupils begin to explore birdsong as a type of music, listening to “bird-related” movements from “Carnival of the Animals” and performing different birdsongs. They</p>	<p>Topic Exploring Rhythm, Chords and Metre in Music for Dance</p> <p>Dance music takes an explorative look into rhythm, chords and metre in a variety of different types, styles and genres of dance music. By exploring the characteristic musical features of dance music from different times and places, pupils will understand the important connection between the steps, movement and formation of</p>

	<p>evaluating and responding.</p> <p>Pupils learn about Pitch, Dynamics, Duration, Tempo, Texture, Timbre or Sonority, Articulation and Silence and are introduced to Graphic Notation and Graphic Scores. It is hoped that this unit will develop pupil's understanding of the Elements of Music and provide pupils with a foundation of musical vocabulary for use at Key Stage 3 which can be developed for GCSE Music. Building Bricks contains several different "pathways"</p>	<p>notes in the lines, spaces and ledger lines on the Bass Stave.</p> <p>Instruments and voices which use the Bass Clef are referred to throughout the unit.</p> <p>Bass Line Riffs, as short, memorable, repeated Bass Line Patterns are explored as pupils realise and perform some famous Bass Line Riffs from Bass Clef Notation from the genres of Rap and/or Hip-Hop.</p> <p>Pupils then explore Walking Bass Line Patterns in the genres of Jazz, Blues, Rhythm and Blues and Rock and Roll, constructing a Walking Bass Line using Chords</p>	<p>composing and improvising simple rhythms and, using repetition, turn these into cyclic rhythms. These are then combined and overlapped to create polyrhythms and a polyrhythmic texture: a characteristic of much African music.</p> <p>Pupils explore the effect of syncopation on rhythms learning about its offbeat feel and its emphasis on weaker beats before exploring how call and response is used in African music, again through creating, composing,</p>	<p>his tone poem "Vltava". Pupils explore the concept of melodic shape, identifying melodies which move by step and leap and compose their own "wandering river" melody using entirely stepwise motion which is used as part of a larger-scale composition describing the various stages of the water cycle. Pupils move onto the sea and make connections between music and art learning about the impressionist music of Debussy's "La Mer" and use Monet's sea paintings as the basis of an</p>	<p>then move on to explore "The Aquarium" and create their own descriptive movement based on a fish or sea animal. Pupils then explore another descriptive and programmatic work, Prokofiev's "Peter and the Wolf" where different animals and characters are represented by different instruments of the orchestra, each with a unique timbre. Pupils then explore the "March of the Royal Lion" and other movements from Saint-Saëns' suite investigating how</p>	<p>the dance and how these are inter-related within musical features such as time, metre, rhythms and chords in the music.</p> <p>The unit is entirely flexible in delivery with several lesson pathways and may be delivered as a 'double unit' over an entire term, culminating in pupil's creating and promoting their own Club Dance track. From simple marches in 2/4 time, to waltzes in 3/4 time, The Baroque Dance Suite to Latin Dance: The Tango, from Country and Western music</p>
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	<p>allowing teachers to use and sequence the resources in whatever order best suits their school, classes and pupils. After a common two introductory lessons where pupils are introduced to the Elements of Music and Graphic Scores, there is an opportunity for composing and evaluating baseline assessment in response to either Britten's "Four Sea Interludes" from 'Peter Grimes' or Mussorgsky's "Pictures at an Exhibition". The final two lessons are given over to</p>	<p>I, IV and V using notes of the chords (root, third and fifth) and 'extra' Passing Notes, performing a Rock and Roll-style song constructed on a Walking Bass Line and using Bass Line Riffs.</p> <p>The concept of prolonging a Bass Line chord by performing the notes separately, using Arpeggios, Broken Chords and Alberti Bass Line patterns, are explored through a range of music from different genres including Classical and Modern Solo Piano Music, Surf Rock, Popular Songs and Rock and Roll, all with short, structured</p>	<p>performing and improvising their own call and response rhythms and the role of the Master Drummer. Pupils explore African musical instruments and the different timbres and sonorities that these produce before combining their learning of cyclic and polyrhythms, syncopation and call and response into an African-inspired piece. Single line rhythm notation and note values are revised from prior learning and extended through knowledge of dotted and tied notes.</p>	<p>improvisation. Dynamics is a key concept throughout the using including gradations of dynamics and the crescendo. Finally, pupils use their learning from the unit to add "water sound effects" to a traditional North American-Indian legend before listening to Handel's "Water Music".</p>	<p>the composer has used timbre and other elements of music to create descriptive pieces before creating their own "class Carnival of the Animals" suite, linked by Saint-Saëns' "March of the Royal Lion" theme. There are a range of "animal-inspired" songs to accompany the unit, which can be sung as rounds and pupils are also given the opportunity to listen to other "non-animal related" pieces of descriptive music from different times and places</p>	<p>that accompanies American Line Dance to Irish Folk Music used for the Irish Jig and Reel and modern improvised dance music such as Disco and Club Dance. To gain a deeper understanding of dance music, it's a good idea to watch brief performances of the chosen dance music genre 'in action' or even attempt basic dance routines and steps with pupils, along with performing, composing, listening and appraising activities: all fully resourced below. The emphasis throughout the</p>
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	<p>an opportunity for performing baseline assessment using Beethoven's "Ode to Joy" from his 'Symphony No.9' while allowing options to administer either of the Musical Contexts Year 7 Baseline Assessment Listening Tests over one or both lessons.</p>	<p>performing, composing, and listening and appraising activities. Finally, pupils explore "pedals", and how a Bass Line note can be sustained or repeated over a long period of time, as a pedal note, exploring their use in Baroque Music, Organ and Keyboard Toccatas, Jazz, Popular Song and Film Music.</p>			<p>by other composers.</p>	<p>unit is on the characteristic rhythms, time signatures and metre (simple and compound time) and use of chords (primary and seventh chords) in a range of dance music from different times and places.</p>
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