

### **Music Curriculum Intent**

At The Kingsway School, we believe the study of Performing Arts is important because developing practical skills in Music and enables students of all abilities, social and cultural backgrounds the opportunity to develop and spark a lifelong interest and enjoyment in music. We aim to create creative, well-rounded individuals who are imaginative, disciplined, inquisitive, collaborative and persistent who think, speak and act like musicians. We aim to instil a passion for music whilst providing a flexible approach to prepare students with the skills and knowledge to develop their understanding of performance, composition, listening and appraising.

Subject: Year 7 Music

**Year 7 Curriculum Intent:** Students will have extensive opportunities to engage with a fun, exciting curriculum that builds upon their practical music skills whilst embedding theoretical knowledge to support it. Students study the development of singing where they begin by singing as part of an ensemble during class lessons. They will use their voices to create and compose music on their own and with others. They have the opportunity to learn a musical instrument, use technology appropriately and appreciate and understand a wide range of musical contexts and styles. Students explore playing instruments, both as soloists and as part of an ensemble. They delve into the orchestral setting, learning about the different sections and roles within an orchestra.

|            | Scheme 1: Pitch and Pulse through the Voice   | Scheme 2: Notation  | Scheme 3: Programme Music  |
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| Acquire:   | Pupils will gain an understanding of the voice, how it works and how it can be used as a tool for performing and composing music.   | Pupils will gain an understanding of how to read the notes of the Treble Clef stave and use the musical alphabet.   | Pupils will gain an understanding of how to Listen to a musical composition and write one of their own.  |
| Apply      | warming-up the voice and breath control<br>Have a solid understanding of the 'elements of music' – (pitch, tempo, pulse, rhythm, texture, timbre and dynamics).<br>Play other peers' compositions<br>Write and perform a 16-bar rhythm<br>Sing, understand and maintain their own part during an ensemble performance.<br>Call and response.<br>Write out notation clearly with accurate use of pitch and rhythm. | Read the notes of the Treble Clef Stave, using the musical alphabet from A-G.<br>Look at and associated note names for the lines and spaces including Middle C (ledger lines) on a Stave.<br>Able to write musical words which are developed into melodic phrases using rhythms composed in previous scheme.<br>Able to identify and play the notes from a stave onto a keyboard.<br>To apply and explore Time Signatures and apply the idea to a rhythm grid | To be able to identify sounds created from various instruments of the orchestra<br>Music<br>'Carnival of the animals' - composing for a different animal on the keyboard/computer.<br>Create a motif is and link to the instruments of an orchestra.<br>Apply declarative knowledge into composing original idea to represent an animal.<br>To apply the declarative knowledge of the musical animal to the Pentatonic scale |
| Vocabulary | Pitch<br>Pulse  | Notation<br>Treble clef   | Composition<br>Orchestra   |

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|            | Composing<br>Tempo<br>Rhythm<br>Texture<br>Timbre/Sonority<br>Dynamics                              | Stave<br>Melody<br>Rhythm<br>Composition   | Motif<br>Pentatonic scale  |
| Assessment | Pupils will be assessed on their vocal performance skills in a concert to their friends and family. | Students will demonstrate their ability to write and play using written Notation. Students will play simple phrases on the Keyboard. | Students will write and perform a motif in response to a programme stimulus. |