

St Sampson's High School – Music Department – Y7 Curriculum Implementation

KS3: Year 7	1.1	1.2	2.1	2.1	3.1	3.2	Year 7 Progression END POINTS:
<b>Topic Big Question Specific Focus</b>	<b>Exploring Rhythm and Texture</b> Read, improvise, layer and perform rhythms.	<b>Performing Skills</b> Keyboard and Voice	<b>Exploring Timbre, Tempo and Dynamics</b> Expression	<b>Exploring Chords</b> Ukulele	<b>Exploring Melody</b> Pitch and Notation	<b>Ensemble Skills</b> Music Theatre and Samba	Experience a broad range of musical styles, building on KS2 and be able to identify and use appropriate musical elements in performing, composing and listening activities.
<b>Curriculum Directory Area Of Study</b>	Musical Elements	Instrumental/Vocal skills development	Musical Elements	Instrumental skills development	Musical Elements	Instrumental/Vocal skills development	Start to develop skills to analyse, describe and compare different types of musical genres and styles, using appropriate music vocabulary
<b>Assumed Prior Knowledge</b>	Students are able to demonstrate the difference between pulse and rhythm.	No assumed prior knowledge but there will be some students with other transferable musical experiences and activities will take this into account.	Instrumental groupings	No assumed prior knowledge but there will be some students with other transferable musical experiences and activities will take this into account.	Building on knowledge of melody and performance.	Building on knowledge of rhythm, melody and performance.	To be able to compose melodies and accompaniment motifs using instrumental and vocal resources.
<b>Key Knowledge and Retention</b>	- Perform and compose simple rhythms with notation -Play to a pulse - Show awareness of how parts fit together -Be able to hold an independent part within a group - Name parts of the drum kit	-Find and name white notes on keyboard -Use voice/style/single finger chord functions -Show awareness of how parts fit together - Play simple right hand melodies -Sing unison/round/partner songs	-Know how to produce different instrumental colours -Be aware of how instruments and effects can be combined -Be able to control dynamic changes -Know how to rehearse effectively as a group	-Perform C, Am, F, G chord -Perform different strumming patterns -Perform rhythmically as part of a class and group - Read ukulele chord diagrams	-Perform melodies using tuned percussion as part of a group -Recognise melodic features -Compose keyboard melody -Read and write staff notation	-Samba in context -Perform and layer increasingly challenging rhythms as a member of an ensemble  - Music Theatre in context -Sing with appropriate character/expression	Use technology to record work.  Use the musical elements with increasing confidence in their compositions
<b>Tier 2 Vocabulary</b>	Perform, rehearse, layer, solo, duet, group, section, improvise	Perform, rehearse, explain, demonstrate, improvise, fluent	Perform, rehearse, layer, solo, duet, group, section, improvise, compose, silence	Perform, rehearse, diagram	Perform, rehearse, xylophone, glockenspiel, improvise,compose, structure	Perform, rehearsal, expression, section, part,	Know how to read staff notation for both rhythm and pitches. Know how to read ukulele tablature chord diagrams
<b>Tier 3 Vocabulary</b>	Pulse, rhythm, notation, texture, ostinato, call and response, djembe, parts of drum kit, fill	Melody, chord, style, accompaniment, unison, pulse, keyboard	texture, timbre, beaters, rolls, dynamics, tempo, pitch, structure, crescendo	Pulse, rhythm, chord, fret, major, minor, ukulele, song structure	Steps, leaps, repeated notes, phrases, melody, beaters, structure, pitch, notation	Unison, Call and response, Fill, groove,parts,ostinato, tempo, pulse, diction, structure, dynamics	Contribute to a variety of individual, group and whole class performances.
<b>Literacy Strategy Focus</b>	Revisit vocabulary frequently through starter and practical activities that encourage discussion and prompt the use of keywords in a rehearsal context. Be able to analyse and compare performances orally both in groups and individually.						
<b>Progression waypoints</b>	<ul style="list-style-type: none"> <li>Can find the note C as a reference point for other keyboard notes.</li> <li>Can use rehearsal time effectively when working in a group and independently</li> <li>Can improvise, compose and perform simple melodies and rhythms.</li> <li>Can sing as part of a group</li> </ul>		<ul style="list-style-type: none"> <li>Can layer sounds with an awareness of the effect</li> <li>Can apply the musical elements to creative work</li> <li>Explains the difference between a melody and a chord</li> <li>Can read ukulele chord diagrams</li> <li>Can plan a performance as part of a group.</li> </ul>		<ul style="list-style-type: none"> <li>Can perform unison melodies keeping in time with a group</li> <li>Can recognise and use musical elements in a variety of musical styles</li> <li>Can work out simple staff notation</li> </ul>		
<b>Stepped / Formal Assessments:</b>	Keyboard performance	Djembe group work Knowledge Check	Group Composition	Ukulele performance	Melody composition	Listening Exam	

**Support for students returning from absence**

We have 'Do Nows' in every lesson that recap previous learning.

If a student returns after an absence the teacher will find a buddy for that student

Catch up is enabled through teacher and peer support.

Information for current and catch up work can be found in Google Classrooms