Year 7: Curriculum Intent

The Music department strives to give students a challenging and diverse curriculum that incorporates conceptual level thinking via our theme approach.
We are dedicated to encouraging our pupils to use their creativity and individuality to investigate issues using varied styles, language, and creative skills. 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. 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.

Year 7 Essential Knowledge Summary

Schemata 1: Pitch and pulse through the Voice

Composite Knowledge: 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.

Component Knowledge:
Foundational Knowledge:
Declarative Knowledge:

- Vocal health and the importance of warming-up the voice.
- Breath control
- Have a solid understanding of the 'elements of music' – (pitch, tempo, pulse, rhythm, possible extension of texture, timbre and dynamics).
- To learn about Pulse, how musicians use it and how it relates to Tempo
- How Pitch and Pulse relate to Notation.

Procedural Knowledge:

- Sing, understand and maintain their own part during an ensemble performance.
- Identify how Pulse is divided into Time Signatures
- Use Vocals to explore and understand Pitch and Pulse.
- Participate in ensemble performance.
- Utilise rehearsal techniques such as 'Call and response'.

Upper Hierarchical Knowledge

- Accurately perform rhythm patterns in time.
- During performance apply advanced techniques such as crescendo/ diminuendo in order to enhance performance.

Schemata 2: Notation

Composite Knowledge: Pupils will gain an understanding of how to read the notes in the musical alphabet.

Component Knowledge:
Foundational Knowledge:
Declarative Knowledge:

- Understanding of how to read the notes in the musical alphabet from A-G.
- Understand what a stave and a clef is.
- Look at the treble clef and it's associated note names for the lines and spaces
- Able to read the notes in the lines and spaces on a treble clef stave.

Procedural Knowledge:

- Able to write musical words which are developed into melodic phrases using rhythms composed in the previous scheme.
- Able to identify and play the notes from a stave onto an instrument.
- To apply and explore Time signatures and apply the idea to a rhythm grid

Upper Hierarchical Knowledge

- Confidently create and perform a 16-bar melody which they have composed themselves with fluidity and maintain a sense of pulse
- Be able to change the tempo within their melody.
- Using the treble clef note names in situ on the stave and developing techniques to read at pace the Create and perform a short melody which is composed and performed with fluidity and maintains a sense of pulse.

Schemata 3: Programme Music

Composite Knowledge: Pupils will gain an understanding of how to listen to a musical composition and write one of their own.

Component Knowledge:
Foundational Knowledge:
Declarative Knowledge:

- To be able to identify sounds created from various instruments of the orchestra
- Listening to Peter and Wolf and discuss concept of Programme Music
- To be able to have an understanding of some of the instruments of the orchestra and the sounds they create.
- Understand and identify thematic devices.
- 'Carnival of the animals' - composing for a different animal on the keyboard/computer.
- To understand what a motif is and links to the orchestra.
- To understand what a leitmotif is and how a theme is portrayed throughout a musical or literary composition, associated with a particular person, idea, or situation.

Procedural Knowledge:

- Apply declarative knowledge into composing original ideas to represent an animal.
- To apply the declarative knowledge of the musical animal to the Pentatonic scale

Upper Hierarchical Knowledge

- Combining animals to create their own creatures and think of the characteristics of the animal and realise musically.

Year 7 Final Composite Knowledge End Point

- Can improvise and compose musical ideas using some musical elements.
- How a song can be created from chord patterns
- Confidently perform short pieces by singing and playing on the keyboard.
- Sing with good phrasing and a sense of dynamic shading.
- Describe music in an objective manner using key vocabulary
- Compose a piece of music that reflects a character. Record this using Garageband.
- Develop ensemble skills
- Can sustain a musical pulse and can repeat musical ideas on their own.
- Can perform musical ideas.
- Can repeat rhythmic and melodic ideas as part of a group.
- Can compose musical ideas using some of the elements of music.
- Can recognize and identify contrasts of dynamics and tempo.
- Can recognize and describe dynamics.