

Long-term planning

Music - Year 7

Year 7 Themes	Baseline Assessment / The Elements of Music (P)(C)(L)	The Treble Clef, Notation & Rondo Form (C) (L)	Notation application – Keyboard skills 1 (P)	Sonority - The Orchestra (C) (L)	Notation application- developing Keyboard Skills 2 (P)
The year 7 curriculum will cover the key areas of Performance (P), Composition (C) and Listening (L). The Year 7 curriculum will introduce students to the key elements of music and how to read and perform music on the keyboard, using correct technique. Students will be able to read and play	Students will know that				
	A baseline assessment involving theory, singing popular songs and discussion will take place to establish the student’s musical knowledge and experience from KS2. Students will understand what the musical elements are and know that they are used to create music and how to recognise their characteristics in a variety of different musical genres. Students will learn and sing the elements song. Students will know that Gustav Mahler and Aaron Copland are orchestral composers and listen to their works.	Students will build on their knowledge of the musical elements (pitch/melody/rhythm/dynamics/tempo) and learn to read and write musical notation and melody. They will know that higher pitched notes are written in treble clef, learn to recognise the different pitch notes written on a stave and that different musical symbols are used to create different length notes. Students will know that Mozart was a classical composer who wrote a movement of his Concerto for French Horn in Rondo Form.	Students will build on their prior knowledge about the Classical orchestra and know that an Orchestra is a musical ensemble and what it is used for. Students will know the instruments, their characteristics and their family groupings that belong in the Orchestra. Students will know how the orchestra has developed from Classical period through to the present day. Students will build on their prior knowledge & know that the key elements pitch/dynamics/timbre can be used to describe the instruments.	Continuing to build on their previous knowledge, students return to the keyboard to practice and further develop their musical skills. Reading notation, playing more challenging melodies and rhythms, using correct technique and playing to a steady pulse.	

<p>short rhythmic and melodic phrases in treble clef. Students will understand the social, historical and cultural context of the music they have explored. The year 7 curriculum will provide students with the opportunity to build on their previous knowledge, ACQUIRE new knowledge and develop their skills in these three areas.</p>	Students will know how to			
	Students will know how to combine and use the musical elements to create an original piece of music using a Haunted House story as a stimulus. Students will improvise their ideas on a chosen instrument. Students will know how to create a group composition and complete their first musical performance.	Students will know how to use different note durations to create simple rhythms. Students will know how to combine note duration and pitch to create simple melodies. Students will know how to transfer theoretical knowledge to practical application on the keyboard. Students will know how to find notes on the keyboard and good technique used to play it. Students will know how to read simple notation and play it on the keyboard with correct technique	Students will know how to make a sound out of the orchestral instruments and be given opportunities to do so. Students will know how to recognise the sound of the different instruments & use previous vocabulary pitch/dynamics/timbre to describe the instrument. Building on their previous notation knowledge, students will know how to write a melody to be played by an orchestral instrument.	Students will know how to practice improving their musical notation reading and how this applies to playing the keyboard. Students will know how to use good technique and how to play more challenging melodies fluently and accurately in time to a steady pulse. Students will improvise rhythmic and melodic ideas
	Vocabulary and the concepts they link to			
	Dynamics, Duration/Rhythm, Pitch/Melody, Tempo, Timbre, Texture, Gustav Mahler, Aaron Copland	Rhythm, Melody, Pitch, Duration, Tempo, Treble Clef, Stave, Semibreve, Minim, Crotchet, Quaver, Rondo Form, Pulse, W.A Mozart, Notation	Orchestra, Pitch, Timbre, Dynamics, Conductor, Brass, Woodwind, Strings, Percussion	Rhythm, Melody, Pitch, Duration, Tempo, Treble Clef, Stave, Semibreve, Minim, Crotchet, Quaver, Pulse, Improvisation, Notation
	Assessment			
	Students will be given verbal and peer feedback during all lessons. They will get a combined mark for their group Composition (C) and its Performance (P) at the end of the project. They will also complete an elements listening and appraising (L) assessment. Progress will be assessed based on the ideas and elements used to produce an effective musical composition.	Students will be given verbal feedback during the process of developing their composition and keyboard skills during all lessons. They will be given a mark for their Rondo composition (C) at the end of the project. Progress will be assessed based on the ideas and elements used to produce an effective musical composition. They will be given a mark for their Mozart Rondo listening assessment (L)	Students will be given verbal feedback during the process of developing their composition. Students will be assessed on their notated melody composition (C) written for an instrument of their choice. Progress will be assessed based on the ideas and elements used to produce an effective musical composition. Students will be given a mark for their listening and appraising (L) assessment	Students will be given verbal feedback during the process of developing their keyboard performance skills.

	Diversity & development of cultural capital			
	<p>Exploration of western classical musical history and characteristics - Romantic/Modern period composers – Gustav Mahler, Aaron Copland</p> <p>Various popular music examples listening. Music identification and analysis. Reflection and refining of technical skills. Collaborative working. Evaluation of self and peer work.</p>	<p>Introduction of musical notation, allowing students opportunity to perform wider repertoire with others. Exploration of western classical musical history and characteristics - Classical composer – W.A Mozart. Reflection and refining of technical skills. Collaborative working. Evaluation of self and peer work.</p>	<p>An understanding of how the Orchestra has changed and developed. Further exploration of western classical music history. A variety of classical music from the MMC will be listening to and observed. Students are given the opportunity to play the instruments. Music identification and analysis. Reflection and refining of technical skills. Collaborative working. Evaluation of self and peer work.</p>	<p>Development of musical notation reading, allowing students opportunity to perform wider repertoire with others. Reflection and refining of technical skills. Collaborative working. Evaluation of self and peer work.</p>
	Cross-curricular opportunities and enrichment	Cross-curricular opportunities and enrichment	Cross-curricular opportunities and enrichment	Cross-curricular opportunities and enrichment
	<p>Performance opportunity. Students are encouraged to sign up for individual instrumental lessons with our visiting tutors. Students are invited to attend our free brass and saxophone learner clubs. Students are given the opportunity to attend our keyboard club to improve their skills. Students are invited to attend our Guitar Ensemble, Drum Ensemble, Junior Jazz Collective and Senior Jazz Orchestra ensembles.</p>	<p>Students are encouraged to sign up for individual instrumental lessons with our visiting tutors. Students are invited to attend our free brass and saxophone learner clubs. Students are given the opportunity to attend our keyboard club to improve their skills. Students are invited to attend our Guitar Ensemble, Drum Ensemble, Junior Jazz Collective and Senior Jazz Orchestra ensembles. Pupils are offered opportunities to perform in public</p>	<p>Historical context in relation to the orchestra's development. Opportunities to have a go on an orchestral instrument. Free instrumental learners' sessions are offered to students. Individual instrument lessons available. Co-curricular groups are available to participate in. Pupils are offered opportunities to perform in public</p>	<p>Students are given the opportunity perform in class. Students are given the opportunity to attend our keyboard club to improve their skills. Pupils are offered opportunities to perform in public</p>