

Subject	Year	Term																									
Music	7	1																									
Topic																											
Induction – The Fundamentals of Music																											
Content (Intent)																											
Prior Learning (Topic) KS2 (Primary National Curriculum)																											
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This term will introduce students to the Performing Arts Department and opportunities such as peripatetic lessons, extra-curricular activities and Year 7 Production Day. Knowledge of terms relating to Pulse and Rhythm, the Orchestra and Musical Elements will be taught through a range of musical examples and rhythmic notation. Skills of ensemble playing focusing on group composing and performing and internalising pulse and rhythm will be developed.																											
Future Learning (Topic) Keyboard Skills and Melody Writing																											
What Knowledge and Skills will be taught (Implementation)		How will your understanding be assessed & recorded (Impact)																									
Fundamentals of Music Skills Focus: <ul style="list-style-type: none"> Internalising pulse, rhythm and working as an ensemble. Applying knowledge of Musical Elements to appraising, performing and composing activities. Developing an understanding of the Orchestra. Context: <ul style="list-style-type: none"> Percussion and vocal ensemble with opportunities for solo improvisation in a sequence of lessons that incrementally builds practical experience through repetition of skills and opportunities for independent practice. Content: <ul style="list-style-type: none"> 4/4 rhythm work by ear, word/speech patterns and using notation (Grid and note values, simple time signatures). Developing understanding of musical elements through their implementation in group compositions leading to a performance of ‘Underground Music’ and ‘Haunted House’ Developing skills of expression in performance. Developing listening skills by recognising different instruments, musical elements and devices in a variety of musical contexts and styles. 		Assessment <ul style="list-style-type: none"> Assessment of musical element understanding and improvisation within a group performance (two pieces) Assessment of notation knowledge and understanding through class tests and homework. Written evaluation of performances. Assessments of Elements literacy Contributing to NC Coverage <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td><i>Play and perform confidently, fluency, accuracy</i></td> <td style="text-align: center;">✓</td> </tr> <tr> <td><i>Improvise, compose, extend ideas in range of structures, styles, genres, traditions</i></td> <td style="text-align: center;">✓</td> </tr> <tr> <td><i>Use staff and other notations</i></td> <td style="text-align: center;">✓</td> </tr> <tr> <td><i>Inter-related dimensions of music, tonalities, scales, devices</i></td> <td style="text-align: center;">✓</td> </tr> <tr> <td><i>Listening with discrimination – great composers</i></td> <td style="text-align: center;">✓</td> </tr> <tr> <td><i>Deeper understanding of music performed – it’s history</i></td> <td style="text-align: center;"></td> </tr> </tbody> </table> <p>Each fortnight, students will begin the lesson with a ‘Do Now’ listening activity based on a Composer of the Fortnight. Repertoire will be selected from the Western Classical, Popular Music and Non-Western traditions. Feedback will be verbal and corrected with green pen.</p>		<i>Play and perform confidently, fluency, accuracy</i>	✓	<i>Improvise, compose, extend ideas in range of structures, styles, genres, traditions</i>	✓	<i>Use staff and other notations</i>	✓	<i>Inter-related dimensions of music, tonalities, scales, devices</i>	✓	<i>Listening with discrimination – great composers</i>	✓	<i>Deeper understanding of music performed – it’s history</i>													
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How can parents help at home?																											
<ul style="list-style-type: none"> Promote the listening of music as an active participant discussing a range of musical styles and instruments aurally by using element vocabulary. 																											
Helpful further reading/discussion (including Reading and Vocabulary Lists)																											
Reading <ul style="list-style-type: none"> Year 7 Knowledge Organisers Listen to a range of music with a focus on pulse and rhythm – identifying beats in a bar and isolating persistent rhythms. Follow-up reading and listening from Composer of the Fortnight Do Now activities. 		Vocabulary Lists <table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td>Pulse</td> <td>Tempo</td> <td>Crotchet</td> <td>Drone</td> </tr> <tr> <td>Rhythm</td> <td>Dynamics</td> <td>Quaver</td> <td>Ostinato</td> </tr> <tr> <td>Timbre</td> <td>Duration</td> <td>Minim</td> <td>Dotted Note</td> </tr> <tr> <td>Pitch</td> <td>Attack and</td> <td>Semibreve</td> <td>Bar Line</td> </tr> <tr> <td>Texture</td> <td>Decay</td> <td>Rest</td> <td>Time</td> </tr> <tr> <td>Structure</td> <td>Silence</td> <td>Chords</td> <td>Signature</td> </tr> </tbody> </table>		Pulse	Tempo	Crotchet	Drone	Rhythm	Dynamics	Quaver	Ostinato	Timbre	Duration	Minim	Dotted Note	Pitch	Attack and	Semibreve	Bar Line	Texture	Decay	Rest	Time	Structure	Silence	Chords	Signature
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