­Year 7 Long Term Planning - Music 2020/21

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon

Learners will learn to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians  
Learners will learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. They will be able to understand and explore how music is created, produced and communicated, including through the inter-related elements: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Yr7 Learners will:  
• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  
• improvise and compose music for a range of purposes using the inter-related elements of music  
• listen with attention to detail and recall sounds with increasing aural memory  
• use and understand staff and other musical notations  
• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  
• develop an understanding of the history of music

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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** | | **ALT - TERM 6** |
| **Units** | **Introduction to Music/ Building Blocks** | **Exploring ~Rhythm and Pulse – I got Rhythm** | **Hooks and Riffs**  **Keyboard Skills** | **What makes a good song? – Exploring POP** | **Composition – Song writing** | **Soundtracks – exploring film music** | | **Exploring Musical Theatre – Songs from the musicals**  **Musical Theatre Project** |
| **Main Area of Learning** | **An introductory unit focussing on genres and styles of music/ Elements of Music**  Baseline Test: To identify learner’s individual music target levels.  **Music theory focus:**  Exploration of different styles of music from different eras.  To learn how to identify different genres of music through key element knowledge  **Creating:**  Exploration of artists from different genres of music.    **Performing:**  To learn a piece of music as a class.  Extension - adding vocal harmony sections for differentiation. | **An introduction to the concept of pulse**  **Music theory focus:**  To learn about note values, simple time signatures, bars and bar lines  To be able to distinguish between pulse and rhythm and develop an understanding for duration  **Creating:**  To be able create ‘pulse  Through clapping and body percussion  To perform pieces and rhythms through cyclic patterns and ostinato  **Performance:**  To perform given pieces displaying an understanding of cyclic patterns. | **Focussing on how Hooks, Riffs and Ostinatos are used in Music**  **Music theory focus:**  To explore Hooks and Riffs. To explore music based on repeated musical patterns through the genres of Popular Music (Hooks and Riffs) and Music from the Western Classical Tradition (Ostinatos)  To use dictation exercises to expand and consolidate understanding of hooks and riffs.  **Creating:**  To learn how to create riffs and ostinato on keyboard  To learn how to play riffs from popular songs  **Performance:**  To be able to perform riffs in a small group | **Exploring the popularity and appeal of popular song as a genre through the four key features that make up a “good song”**  **Music Theory Focus:**  To explore melodic motion – Conjunct/ Disjunct. Exploring song structure  **Creating:** Using score and lead sheets to explore riffs and melody in popular songs. Creating rhythmic riffs  **Performance:**  Performing a popularsong from a lead sheet. | **Using our knowledge form Term 4 – Compose a song from a given brief**  **Music Theory Focus:**  To explore structure, melody and rhythm. To compose lyrics.  **Creating:** To compose lyrics and structure for a song using a brief. To plan instrumentals and software to suit the brief  **Performance:**  To perform and record compositions using instrumentals and any available software (Garage band) | **Exploring the purpose of film music and the decisions and challenges a composer of film music faces.**  **Music Theory Focus:**  Intervals of a 5th, concords and discords, exploring Leitmotifs  **Creating:** Using films of different genres but focussing on James Bond soundtrack. Creating a soundtrack to a given stimulus  **Performance:** Learners to performtheir own film compositions. | | **Exploring the songs of ‘The Greatest Showman’**  **Listening and appraising**  **Singing for performance**  **Music Theory Focus:**  Song structure, lyrical content an storyline, expression and performance style  Songs from the circus  **Creating:**  Learning lyrics and understanding context  **Performance:**  The Greatest Showman Singing in parts, harmony with expression and for performance |
| **Assessment Objectives** | **AO1, AO2, AO3, AO4** | **AO1, AO2, AO3, AO4** | **AO1, AO2, AO3, AO4** | **AO1, AO2, AO3, AO4** | **AO1, AO2, AO3,**  **AO4** | |  |  |

**Music Assessment Objectives**

**AO1: Perform with technical control, expression and interpretation**

**AO2: Compose and develop musical ideas with technical control and coherence**

**AO3: Demonstrate and apply musical knowledge**

**AO4: Use appraising skills to make evaluative and critical judgements about music**