

YEAR 7	Curriculum Related Expectations	KNOWING WHAT (information, facts & content)			KNOWING HOW (methods and processes)		
		<ul style="list-style-type: none"> Identifying the notes of a C Major scale and chords relating to C Major. Learning the importance of rhythmic pulse and how to internalise this concept. Learning vocabulary to explain the elements of music, including tempo, rhythm, pitch, melody, dynamics, instruments and chords and using this terminology to identify music from genres studied. Learn basic musical symbols and rhythmic units and use these as a basis for learning pieces for performance. How to interpret music in different formats such as graphic and staff notation. Developing a musical timeline and exploring key composers. Explain how music evokes emotion. Understanding how a musical instrument produces sound and identifying various timbres. 			<ul style="list-style-type: none"> Creating, improvising and experimenting with musical ideas. Ability to perform from both graphic and staff notation. Developing confidence to develop creativity either independently or with others within a musical framework of performing, listening and composing. Listening with discrimination to identify and compare different instruments and features of music from different genres. Develop understanding of musical terminology. 		
	Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		PULSE	PITCH	ORCHESTRA EXPLORERS →		FANFARES	STEEL SUMMER
KNOWLEDGE focus	<ul style="list-style-type: none"> Exploration of pulse and rhythm Musical terms and symbols Rhythmic notation Rhythmic devices 	<ul style="list-style-type: none"> Exploration of pitch and notation Musical stave: terms and symbols Graphic notation Staff notation Melodic devices 	<ul style="list-style-type: none"> Identifying orchestral families (low stakes testing) Performance skills Composition - graphic scores Developing ensemble skills Reading musical notation 		<ul style="list-style-type: none"> Major and Minor Recognising pitch Treble clef Composition Writing music using pitch and rhythm Simple time signatures 	<ul style="list-style-type: none"> Identifying melody, harmonies and rhythm Understanding ensemble textures 	
METHODS focus	<ul style="list-style-type: none"> Ensemble performance <i>'Connect It'</i> Anna Meredith Ensemble performance <i>'No Place Like'</i> Kerry Andrew Paired/group performance Rhythm grid composition 	<ul style="list-style-type: none"> Listening skills – Mood and atmosphere Performance skills Composition skills 	<ul style="list-style-type: none"> Identifying orchestral families (low stake testing) Composition for instrument Developing ensemble skills 	<ul style="list-style-type: none"> Developing listening skills Identifying different musical structures Key Italian tempo markings and symbols 	<ul style="list-style-type: none"> Composing single and two part melodies Keyboard (and own instrument) performance and composition Sibelius music tech composition 	<ul style="list-style-type: none"> Developing melody playing Developing independent parts Exploring chords and bass lines Introducing syncopation 	

Planned
ASSESSMENT
opportunities

- Low level tests & rhythmic dictations
- 'No Place Like Home' performance & composition
- Playlist assessment: *'Short Ride in a Fast Machine'* John Adams

- Low level tests & rhythmic and melodic dictations
 - 'No Place Like Home' performance & composition
- Playlist assessment: *'Dawn Interlude'* Benjamin Britten

- Instrumental ID listening quizzes
 - Graphic score group composition
 - Muffin method logbooks for each period/playlist piece
- Playlist assessment: *'Earth'* Hans Zimmer

- Low level tests & melodic dictations
- 'Fanfare for FHS' composition
- Playlist assessment: *'Star Wars theme'* John Williams

- Class ensemble 'Ooh La La' and/or 'Kalu'
- Playlist assessment *'Yellow Bird'*