

# Programme of study for Year 7 - Music

Autumn Term	Spring Term	Summer Term
<b>Keyboard Skills</b>	<b>Garage-band Composition</b>	<b>Ukulele Skills</b>
<ol style="list-style-type: none"> <li>1. Notes on the Keyboard</li> <li>2. Notes on the Treble Clef</li> <li>3. Note Duration</li> <li>4. Bass Clef</li> <li>5. Preparing for your Performance</li> <li>6. Music Performance</li> </ol>	<ol style="list-style-type: none"> <li>1. Using Garage-band</li> <li>2. Drum Beats</li> <li>3. Chord Sequences</li> <li>4. Bass Lines</li> <li>5. Melodies</li> <li>6. Structure</li> </ol>	<ol style="list-style-type: none"> <li>1. Playing the Ukulele</li> <li>2. C, F and G chords</li> <li>3. Reggae</li> <li>4. Four Chord Songs</li> <li>5. Preparing for your Performance</li> <li>6. Music Performance</li> </ol>
<p><b>Practical Skills</b> Students should be able to:</p> <ul style="list-style-type: none"> <li>• Play melody on the piano</li> <li>• Develop their keyboard skills by playing with the correct finger positions</li> <li>• Play a melody which incorporates different durations of notes</li> <li>• Develop their overall musicality including timing, accuracy and fluency</li> </ul>	<p><b>Practical Skills</b> Students should be able to:</p> <ul style="list-style-type: none"> <li>• Record a drum beat</li> <li>• Play chords on the piano</li> <li>• Compose and record a chord sequence</li> <li>• Compose and record a bass line</li> <li>• Experiment with different instruments</li> <li>• Compose a hook line / melody</li> <li>• Structure a composition with an intro, an outro and different sections</li> </ul>	<p><b>Practical Skills</b> Students should be able to:</p> <ul style="list-style-type: none"> <li>• Play chords on the ukulele</li> <li>• Change between chords on the ukulele</li> <li>• Play chords on the piano as part of an accompaniment for a melody</li> <li>• Form an ensemble to perform a song for the musical assessment</li> </ul>
<p><b>Key Learning Outcomes</b> Students should know how to:</p> <ul style="list-style-type: none"> <li>• Find the notes on the keyboard</li> <li>• Identify the notes on the treble clef</li> <li>• Identify the durations of musical notes including crotchets, minims, quaver, semi-quavers and semi-breves</li> <li>• Understand what makes a good musical performance including timing, accuracy and fluency</li> </ul>	<p><b>Key Learning Outcomes</b> Students should know how to:</p> <ul style="list-style-type: none"> <li>• Use the main features of Garage-band such as record, edit the piano roll, change the tempo &amp; select different instruments.</li> <li>• Use Garage-band to compose a piece of music</li> </ul>	<p><b>Key Learning Outcomes</b> Students should know how to:</p> <ul style="list-style-type: none"> <li>• Form Am, F, G and C on the ukulele</li> <li>• Play chords on the keyboard with the correct finger positions</li> <li>• Understand what makes a good musical ensemble performance including timing, accuracy and expression</li> </ul>
<p><b>Rationale</b></p> <p>Students are taught the basic keyboard skills that they need for performing music and composing music. Each lesson builds upon the keyboard skills that the students have developed in the prior lesson.</p> <p>The students are introduced to a new aspect of musical notation each week that forms the basic building blocks of music theory. Students start with the notes on the treble clef before going onto to look at note durations and counting the beat. This basic music theory is important for accessing work at KS3. It also forms the foundation of theory needed for KS4.</p>	<p><b>Rationale</b></p> <p>30% of the music GCSE is based on the composing skills of the students and therefore it should form an important part of KS3. In this scheme of work learn the basic building blocks of music composition. These building blocks include composing drum beats, chord sequences, bass lines and melodies. These are the foundations of composition that can be developed through both KS3 and KS4.</p> <p>Each week the students learn a new aspect of composition that builds upon the previous weeks learning. Therefore, they build up a detailed composition with many different musical layers.</p>	<p><b>Rationale</b></p> <p>As a contrast to playing music on the keyboard the students learn how to play chords on the ukulele. Forming chords with your left hand can be challenging at first and ukulele is an excellent way to start playing stringed instruments. The students focus on strumming patterns and changing between the chords fluently.</p> <p>Students also have the opportunity to develop their keyboard skills. They can build on what they learnt in the first term and will be encouraged to perform more demanding pieces of music using both hands. For their end of year assessment, the students can choose to perform either on the ukulele or piano depending on</p>

<p>At the end of the scheme of work students must perform a piece of music for their first assessment. This is important because 30% of the music GCSE is based on the performance skills of the students. Therefore, it is important that the students have the opportunity to perform to their peers.</p>	<p>Students are encouraged to experiment with different types of instrument and different genres of music. The students use Garage-band in year 7 before moving to Logic in year 8.</p>	<p>which their strongest instrument.</p> <p>Performances in this scheme of work will be as part of an ensemble. This is very important for musicians as the majority of music is played a part of a band or in an ensemble.</p>
<p><b>Assessment:</b></p> <p>Musical performance on the keyboard</p>	<p><b>Assessment:</b></p> <p>Composition in Garage-band</p>	<p><b>Assessment:</b></p> <p>Ensemble Performance</p>
<p><b>Home – Learning:</b></p> <p>Tasks are set on Firefly based upon following:</p> <ul style="list-style-type: none"> <li>• Recognising notes on the keyboard</li> <li>• Notes of the treble clef</li> <li>• Note duration</li> <li>• Rehearsing for the assessment</li> </ul>	<p><b>Home – Learning:</b></p> <p>Tasks are set on Firefly based upon following:</p> <ul style="list-style-type: none"> <li>• Drum beats</li> <li>• Chord sequences</li> <li>• Melody</li> <li>• Structure</li> </ul>	<p><b>Home – Learning:</b></p> <p>Tasks are set on Firefly based upon following:</p> <ul style="list-style-type: none"> <li>• Playing chords</li> <li>• Rehearsing for the assessment</li> </ul>
<p><b>Key words Include:</b></p> <p>Notation, stave, treble clef, duration, timing, notes, fluency, accuracy, rhythm, bar-lines, crotchets, minims, quaver, semi-quavers &amp; semi-breves</p>	<p><b>Key words Include:</b></p> <p>Composition, texture, melody, bass- lines, chord sequence, snare, hi-hat, bass drum, melody, structure, timing, quantise &amp; record</p>	<p><b>Key words Include:</b></p> <p>Ukulele, chords, plucking, reggae, rock and roll, strumming, frets, rhythm, timing, expression, fluency, accuracy &amp; tuning</p>
<p><b>Numeracy:</b></p> <p>Students will study numeracy through notation and note values. Students will learn that different types of notes are worth different fractions of a whole beat. For example, a minim is <math>\frac{1}{2}</math> a whole beat and a crotchet is <math>\frac{1}{4}</math> of a whole beat.</p> <p>They will study tempo and its links to BPM (beats per minute) when composing music. They will learn to count the beat in common time (4/4) to keep in time with the music.</p>		
<p><b>Enrichment / opportunities to develop</b></p> <p>If students enjoy playing the instruments in their curriculum lessons they may join a musical enrichment club. They may attend the following: Guitar Club / Piano Club / Drum Taster / Drum Ensemble / Band Club / Junior Choir / Ukulele Club / Dhol Club / Tabla Club</p> <p>If students attend one of the clubs and show commitment and dedication they can apply to have peripatetic instrumental lessons.</p> <p>Lessons are available in the following instruments: Violin / Trumpet / Guitar / Bass / Drums / Tabla / Dhol / Piano / Flute / Saxophone</p> <p>As well as the enrichment clubs the students are able to use the musical facilities to practice on the instruments and work on their compositions. The music room is open at break, time and after school for students to practice. The AV suite is open at lunch times and after school on a Wednesday for students to work on Garage-band.</p> <p>Students are encouraged to take up the many performance opportunities within the school year including the Christmas Concert and School Musical as well as smaller Friends &amp; Family Concerts.</p>		
<p><b>Cultural Capital (including careers, WRL and SMSC):</b></p>		

Through the course of the year the students will listen to and learn about music from different periods of time and in different genres. They will discuss classical musicians such as Beethoven, popular influential artists such as the Beatles as well as more contemporary pop artists. They discuss the background of the musicians and develop an understanding of the history and culture of music.

The students will develop their ability to work as part of a team as they are required to perform as part of an ensemble. The ensembles will be required to work on their timing, interpretation and musicality by listening to each other play. Therefore, they will have to work together productively and effectively if they want to have a successful performance.