Programme of study for Year 7 - Music

Autumn Term	Spring Term	Summer Term
Keyboard Skills / Singing 1. Notes on the Keyboard 2. Notes on the Treble Clef 3. Note Duration 4. Bass Clef 5. Preparing for your Performance 6. Music Performance 7. Inhale and exhale 8. Using Diaphragm	**Making melodies / Stomp and Sing** 1. Using logic 2. melodies 3. Singing 4. percussion 5. Body percussion	**Ukulele, piano, singing skills/ Logic Pro Composition** 1. Playing the Ukulele 2. C, F and G chords 3. Reggae 4. Four Chord Songs 5. Preparing for your Performance 6. Music Performance 7. Chord progression 8. Band projects 9. Singing and piano skills recap
Practical Skills Students should be able to: • Play melody on the piano • Develop their keyboard skills by playing with the correct finger positions • Play a melody which incorporates different durations of notes • Develop their overall musicality including timing, accuracy and fluency • Basic singing skills • Singing in unison or two - part	**Practical Skills** Students should be able to: • Experiment with different instruments • Compose a hook line / melody • Structure a composition with an into, an outro and different sections • Body percussion • Singing skills, creating own performances independently	**Practical Skills** Students should be able to: • Play chords on the ukulele • Change between chords on the ukulele • Play chords on the piano as part of an accompaniment for a melody • Form an ensemble to perform a song for the musical assessment • Logic pro skills
Key Learning Outcomes Students should know how to: • Find the notes on the keyboard • Identify the notes on the treble clef • Identify the durations of musical notes including crotchets, minims, quaver, semi-quavers and semi-breves • Understand what makes a good musical performance including timing, accuracy and fluency • Basic singing skills – using diaphragm, warm up, singing gesture, inhale and exhale	**Key Learning Outcomes** Students should know how to: • Use the main features of logic pro such as record, edit the piano roll, change the tempo & select different instruments. • Use logic pro to compose a piece of music • Be able to create their own performances independently – body percussion • Be able to coordinate singing and body percussion	**Key Learning Outcomes** Students should know how to: • Form Am, F, G and C on the ukulele • Play chords on the keyboard with the correct finger positions • Understand what makes a good musical ensemble performance including timing, accuracy and expression • How to effectively layer a composition
Rationale Students are taught the basic keyboard and singing 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. The students are introduced to a new aspect of	**Rationale** 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	**Rationale** 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.

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. 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.	foundations of composition that can be developed through both KS3 and KS4. 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. Students are encouraged to experiment with different types of instrument and different genres of music. The students use logic pro in year 7. Students are encouraged to sing as solo and ensemble, also they need to coordinate singing with body percussion and being creative with their own body percussion and singing performances.	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 which their strongest instrument. 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, also recap their singing skills.
Assessment: Musical performance on the keyboard Solo singing performance	**Assessment:** Composition in logic pro Singing with body percussion Creating their own singing and body percussion	**Assessment:** Ensemble Performance Developed composition in logic pro
Home – Learning: Tasks are set on SIMS based upon following: • Recognising notes on the keyboard • Notes of the treble clef • Note duration • Rehearsing for the assessment • Singing	**Home – Learning:** Tasks are set on SIMSbased upon following: • Melody • Structure • Singing with body percussion • Compose body percussion arrangements	**Home – Learning:** Tasks are set on SIMS based upon following: • Playing chords • Rehearsing for the assessment
Key words Include: Notation, stave, treble clef, duration, timing, notes, fluency, accuracy, rhythm, bar-lines, crotchets, minims, quaver, semi-quavers & semi-breves, diaphragm	**Key words Include:** Composition, texture, melody, bass- lines, chord sequence, snare, hi-hat, bass drum, melody, structure, timing, quantise & record, body percussion, diaphragm	**Key words Include:** Ukulele, chords, plucking, reggae, rock and roll, strumming, frets, rhythm, timing, expression, fluency, accuracy & tuning, treble clef, crochet, main melody, diaphragm

Numeracy:

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 ½ a whole beat and a crotchet is ¼ of a whole beat.

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.

Enrichment / opportunities to develop

If students develop a passion for playing musical instruments through their curriculum lessons, they are welcome to join a range of musical enrichment clubs. These clubs offer opportunities to further their skills and explore new instruments, including:

- Guitar Club
- Piano Club
- Drum Taster / Drum Ensemble
- Band Club
- Junior Choir

Students who show commitment and dedication in these clubs may apply for peripatetic instrumental lessons, which provide focused, one-on-one instruction. These lessons are an excellent opportunity for students to refine their abilities, but please note that these instrumental lessons may require an additional cost. Instruments available for lessons include:

- Guitar
- Bass
- Drums
- Singing
- Piano
- Flute
- Saxophone

In addition to the enrichment clubs, students can use the music facilities to practice and work on their compositions during break, lunch, and after school. The AV suite is also open on Wednesdays for those interested in using GarageBand.

Students are encouraged to showcase their talents through a variety of performance opportunities throughout the year, including the Christmas Concert, School Musical, and smaller Friends & Family Concerts.

Cultural Capital (including careers, WRL and SMSC):

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.