



Key Stage 3 Curriculum Journey: Year 7 Music

Week 1 ← → Week 39						
	Elements	Rhythm & Sonority	Pitch, Keyboards & Rhythm	Musicals	Reggae Music	Music Technology
Key content (know that...Know how...)	<ul style="list-style-type: none"> <li>The names of the elements.</li> <li>The application of the elements.</li> <li>Introduction to composing using graphic scores.</li> <li>Introduction to listening and application of the elements of music.</li> <li>Introduction to recognising the elements in music.</li> <li>Composing to a set brief.</li> <li>Using your voice to create music.</li> <li>Improvise using your voice and body percussion.</li> </ul>	<ul style="list-style-type: none"> <li>Standard notation.</li> <li>Elements of music</li> <li>Treble and bass clef application and reading.</li> <li>Performing whilst following pieces of music in treble and bass clef.</li> <li>Simple chords.</li> <li>Sonorities of the orchestra</li> <li>Using your voice to sing in tune.</li> </ul>	<ul style="list-style-type: none"> <li>Standard notation.</li> <li>Treble and bass clef application and reading.</li> <li>Performing and arranging whilst following pieces of music in treble and bass clef.</li> <li>Simple chords.</li> <li>Application of knowledge to perform/arrange a piece of music for the keyboard in treble and/or bass clef.</li> <li>The elements of music</li> <li>Using your voice to sing in tune.</li> </ul>	<ul style="list-style-type: none"> <li>Standard notation.</li> <li>Treble and bass clef application and reading.</li> <li>Using your voice to sing in tune.</li> <li>Performing themes from musicals, vocals and piano.</li> <li>Historical and cultural context of selected musicals</li> <li>Simple chords.</li> <li>Elements of music.</li> </ul>	<ul style="list-style-type: none"> <li>Basic guitar skills – fingering, strumming, plucking, frets, strings.</li> <li>Performing, reading and composing chord progressions</li> <li>Sing in tune whilst playing an instrument.</li> <li>Performing, reading and composing using TAB and/ or other relevant notation.</li> <li>Exploring how to play a variety of chords on the keyboard and ukulele.</li> <li>Explore how to apply syncopation and an introduction to ostinato through exploration of reggae pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>Standard notation.</li> <li>Treble and bass clef application and reading.</li> <li>Composing and arranging using treble and bass clef notation.</li> <li>Adding simple chords.</li> <li>Using the elements of music to extend and develop an existing melody.</li> <li>Using your voice to sing in tune.</li> </ul>
Prior Knowledge	<ul style="list-style-type: none"> <li>A level of understanding of pitch.</li> <li>Singing techniques.</li> <li>Some understanding of the elements of music.</li> </ul>	<ul style="list-style-type: none"> <li>Some knowledge of pitch.</li> <li>Singing techniques.</li> <li>Pitch.</li> <li>Elements of music</li> </ul>	<ul style="list-style-type: none"> <li>Recognise key components of the elements.</li> <li>Application and exploration of some elements</li> <li>Performance using standard notation.</li> <li>Standard notation and use of graphic scores.</li> <li>Composing, performing and rehearsal.</li> <li>Keyboard knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise instrumentation.</li> <li>Recognise instrumentation through listening with discrimination.</li> <li>Application and identification of the elements of music.</li> </ul>	<ul style="list-style-type: none"> <li>Reading standard notation.</li> <li>Elements of music</li> <li>Chords/triads.</li> <li>Use of ensemble rehearsal.</li> </ul>	<ul style="list-style-type: none"> <li>Reading standard notation.</li> <li>Elements of music</li> <li>Chords/triads.</li> <li>Listening with discrimination.</li> </ul>
KS 3 Na	<ul style="list-style-type: none"> <li>Play and perform confidently in a range of</li> </ul>	<ul style="list-style-type: none"> <li>Play and perform confidently in a range of</li> </ul>	<ul style="list-style-type: none"> <li>Play and perform confidently in a range of</li> </ul>	<ul style="list-style-type: none"> <li>Play and perform confidently in a range of</li> </ul>	<ul style="list-style-type: none"> <li>Play and perform confidently in a range of</li> </ul>	<ul style="list-style-type: none"> <li>Compose; and extend and develop musical</li> </ul>



	<p>solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</p> <ul style="list-style-type: none"><li>• Improve and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</li><li>• Use other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</li><li>• Identify and use the elements of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</li><li>• Listen with increasing discrimination to a wide range of music from great composers and musicians</li><li>• Develop a deepening understanding of the music that they perform and to which they listen, and its history.</li></ul>	<p>solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</p> <ul style="list-style-type: none"><li>• Improve and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</li><li>• Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</li><li>• Identify and use the elements of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</li><li>• Listen with increasing discrimination to a wide range of music from great composers and musicians</li><li>• Develop a deepening understanding of the music that they perform and to which they listen, and its history.</li></ul>	<p>solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</p> <ul style="list-style-type: none"><li>• Improve and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</li><li>• Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</li><li>• Identify and use the elements of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</li><li>• Listen with increasing discrimination to a wide range of music from great composers and musicians</li><li>• Develop a deepening understanding of the music that they perform and to which they listen, and its history.</li></ul>	<p>solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</p> <ul style="list-style-type: none"><li>• Improve and compose; 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<b>Assessments</b>	<ul style="list-style-type: none"> <li>Students will be assessed on: Listening and Appraisal: They will listen with increased discrimination and analysis of the elements of music.</li> </ul> <p>The assessment will take place as a summative assessment at points throughout the scheme of work.</p>	<ul style="list-style-type: none"> <li>Students will be assessed on:</li> <li>Performance: Performing on the keyboard.</li> <li>Listening and Appraisal: Listen with increased discrimination and analysis of the elements of music.</li> </ul> <p>The assessment will take place as a summative assessment at points throughout the scheme of work.</p> <ul style="list-style-type: none"> <li>Students will also receive live feedback throughout the scheme of work.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be assessed on:</li> <li>Performance: Performing a selection of extracts with chords.</li> <li>Composing using melody and chords on keyboard.</li> <li>Listening and Appraisal: Listen with increased discrimination and analysis of the elements of music.</li> </ul> <p>The assessment will take place as a summative assessment at points throughout the scheme of work.</p> <ul style="list-style-type: none"> <li>Students will also receive live feedback throughout the scheme of work.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be assessed on:</li> <li>Performance: Performing a choice of song from a musical</li> <li>Listening and Appraisal: Listen with increased discrimination and analysis of the elements of music.</li> </ul> <p>This will take place in a summative assessment in the final weeks of the scheme of work.</p> <ul style="list-style-type: none"> <li>Students will also receive live assessments and feedback throughout the scheme of work.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be assessed on:</li> <li>Performance: Performance skills, as a soloist and as part of an ensemble.</li> <li>Listening and Appraisal: Listen with increased discrimination and analysis of the elements of music and identify stylistic components of Reggae</li> </ul> <p>This will take place in a summative assessment in the final weeks of the scheme of work.</p> <ul style="list-style-type: none"> <li>Students will also receive live assessments and feedback throughout the scheme of work.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be assessed on:</li> <li>Listening and Appraising: Listen with increased discrimination and analysis of the elements</li> <li>Composing using technology, applying appropriate elements of music.</li> </ul> <p>This will take place in a summative assessment in the final weeks of the scheme of work.</p> <ul style="list-style-type: none"> <li>Students will also receive live assessments and feedback throughout the scheme of work.</li> </ul>
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