

## Medium Term Planning Document: MUSIC Year 7

### Curriculum Intent

The aim of the music curriculum is to build an enthusiastic, broad and creative understanding of the subject and as a tool for positively enriching the lives of young people. This will progress through each key stage, whilst building students' independence and drive to succeed.

The creative and passionate student will engage with all aspects of music, both in and out of lesson time, whilst growing their confidence and understanding of musical career opportunities. Parallel to the curriculum, there will be inclusive opportunities for solo, ensemble and whole class engagement, including the potential additions of peripatetic music lessons and diverse enrichment from network professionals, to enhance the varied and artistic curriculum.

The curriculum focusses on the three core aspects of musical opportunities: composition, performance, and theoretical knowledge. The curriculum has recently been updated to ensure a more positive progression through the key stages, ensuring that through practical music making we effectively intertwine important theoretical knowledge. The updated curriculum chronologically includes: musical elements, the creative musician, programmatic music and ensemble performance, which all aim to seamlessly transition the student into KS5. Furthermore, the updated curriculum aims to develop sustained musical ideas, discussions, and performances, alongside a growing passion for the subject.

### 'Why This, Why Now'

In our planning, we have asked ourselves 'why this, why now?' Here we provide some examples of the curriculum choices we have made, and why the units have been placed in the order we have chosen:

- Year 7 begin with key theory required to develop their understanding of the pieces they will learn on the keyboard
- The focus throughout KS3 is the keyboard, enabling students to have strong performance skills in order to perform and compose
- Year 7 conclude the year with Singing. This is later in the year to allow for the development of strong relationships and confidence within the classroom, and allow an ensemble element of composition to conclude the year, (which is the beginning of their Year 8 course).



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The Medium-Term Planning document below is designed to show the journey that every student takes through the music curriculum, leading towards a Music GCSE pathway.

Some elements of the curriculum may be taught over several lessons, others in a single lesson.

MUSIC	Year 7 – Half Term 1 + 2		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
	Note values		<a href="#">L1.url</a>
	Keyboard Warm Up skills		<a href="#">L2.url</a>
	Keyboard level 1-3		<a href="#">L3.url</a>
	Rhythmic Dictation		<a href="#">L4.url</a>
	Written notation		<a href="#">L5.url</a>
	Final keyboard piece – 2 hands		<a href="#">L6.url</a>
	ASSESSMENT	Keyboard performance	Assessment /100 – marked with the same categories at the GCSE criteria – Fluency, Accuracy and Musicality/Effort – CFU and ca
	<b>Key Words:</b> semibreve, minim, crotchet, quaver, rests, time signature, technique, warm-up, off-beat, 4/4, 3 /4, metronome		
Evidenced on knowledge organisers and within powerpoints too.			

### Summative Assessment:

Mid-Year Assessments will take place at the end of half term 2. These will cover all content taught in the first 2 half terms. This assessment will inform pupil Rank Order in the subject.

The assessment will be formed of a solo performance on the keyboard of a two-handed piece of music, taught throughout half term 2

- Musicality /30
- Accuracy /30

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- Effort /30
- Difficulty /10
- **Total = 100**

MUSIC	Year 7 – Half Term 3 + 4		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
<b>Melody, Pitch + Patterns</b>	The Orchestra	Bell Work Recall Quizzes Mini WB formative assessment in lessons Demonstrations Performances	<a href="#">Lesson 1</a>
	Graphic Scores		<a href="#">Lesson 2</a>
	Elements of Music		<a href="#">Lesson 3</a>
	Keyboard composition		<a href="#">Lesson 4</a>
	ASSESSMENT		Keyboard performance
	<b>Key Words:</b> orchestra, orchestration, theory, dynamics, form, tonality, tempo, composition, scores, notation, graphic scores, texture, rhythm, melody, harmony Evidenced on knowledge organisers and within powerpoints too.		



MUSIC	Year 7 – Half Term 5		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Singing	Warming up	Bell Work Recall Quizzes Mini WB formative assessment in lessons Demonstrations Performances	<a href="#">Lesson 1</a>
	Techniques – articulation		<a href="#">Lesson 2</a>
	Rhythmic Dictation		<a href="#">Lesson 3</a>
	Melodic Composition		<a href="#">Lesson 4</a>
	Lyric Writing		<a href="#">Lesson 5</a>
	Ensemble Composition		<a href="#">Lesson 6</a>
	ASSESSMENT	Vocal performance	Assessment /50 – marked with the same categories at the GCSE criteria – Fluency, Accuracy and Musicality
	<b>Key Words:</b> warm up, techniques, vocals, dynamics, dictation, notation, semibreve, minim, crotchet, quaver, lyrics, harmony, melody, ensemble, tempo, beat, conductor  Evidenced on knowledge organisers and within powerpoints too.		

### Summative Assessment:

End of year assessments will take place at the start of half term 6. This will be an ensemble performance, inclusive of all learnt techniques over the first year. This assessment will inform pupil Rank Order in the subject.

- Musicality /40
- Accuracy /30
- Effort /30
- **Total = 100**

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MUSIC			
Year 7 – Half Term 6			
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Composition	Logic Pro editing	Bell Work Recall Quizzes Mini WB formative assessment in lessons Demonstrations Performances	<a href="#">Lesson 1</a>
	Chord progressions		<a href="#">Lesson 2</a>
	Melody		<a href="#">Lesson 3</a>
	Harmony		<a href="#">Lesson 4</a>
	Structure/Form		<a href="#">Lesson 5</a>
	Composition		<a href="#">Lesson 6</a>
	ASSESSMENT	Ensemble composition	Assessment /100 – marked with the same categories at the GCSE criteria – Fluency, Accuracy and Musicality
	<b>Key Words:</b> logic pro, metronome, instrumentation, orchestration, BPM, beat, pulse, harmony, melody, progressions, structure, dynamics, layering, texture, contrast, form  Evidenced on knowledge organisers and within powerpoints too.		

