Music Year 7 Big Picture

Autumn 01 *Lessons 1 – 4 (8 weeks)*	*Autumn 02* *Lessons 5 – 8/9 (7 weeks)*	*Spring 01* *Lessons 10/11 – 13/14 (6 weeks)*
Content – The Elements, Rhythm and Pulse Pupils will learn about the musical elements, note durations, simple time signatures and tempo through a combination of performance through body percussion, composition through writing rhythms on a rhythm grid and stave, and listening to various songs from a range of genres. Pupils will start to develop a sense of pulse through using a metronome. **Listening:** Listening to a range of music that incorporates examples of the elements of music in use and rhythm combinations. **Performance:** Performing simple rhythms composed by pupils using notation and rests ranging from semibreve to semi-quaver in a 4/4, 2/4 and 3/4 time signature. **Composition:** Composing simple rhythms using notation and rests ranging from semibreve to semi-quaver in a 4/4 and 2/4 time signature.	**Content – Singing and The Elements** Pupils will learn about the Elements of Music through singing, building on their prior knowledge of note durations, tempo and time signatures. Whilst this scheme is knowledge-rich, active music-making is included in every lesson through singing the set piece 'Stand by me'. There are opportunities for creative work, through the development of variations to musical elements – which can be explored as a whole class, individually or in small groups. **Listening:** Listening to a range of music that incorporates examples of the elements of music in use. **Performance:** Performing 'Stand by me' in pairs, in groups and as a class developing their knowledge of notation and rests ranging from semibreve to semi-quaver in a 4/4 and 2/4 time signatures and the Elements of Music.	**Content – Pitch, Melody and Accidentals** Pupils will learn about pitch, note placement, the treble clef, flat, sharp and natural notes, tones and semitones, right-hand placement and finger technique whilst building on their prior knowledge of note durations, tempo, time signatures and the Elements of Music. Through the study of a range of well-known themes from film, television, video games and popular music, pupils will develop their understanding of melodic contour, sequence and rhythmic patterns. Pupils will develop their sense of pitch through solfege before transferring their learning to the keyboard to perform and explore a variety of recognisable melodies. **Listening:** Listening to a range of themes and melodies that incorporate examples of the Elements of Music, rhythmic motifs, melodic sequences and the use of natural, sharp and flat notes on the treble clef stave. Pupils will identify how melody, rhythm and instrumentation contribute to character, mood and audience engagement across different musical contexts. **Performance:** Performing melodic exercises using solfege before using the keyboard and western notation to perform a selection of accessible themes. Pupils will use natural, sharp and flat notes on the treble clef stave alongside notation and rests ranging from semibreves to semiquavers in a variety of time signatures, developing fluency, accuracy and expression. Pupils will have opportunities to learn and perform themes of varying difficulty, allowing them to develop confidence and independence as performers. **Composition:** Composing simple theme-inspired melodies using natural, sharp and flat notes on the treble clef stave and notation and rests ranging from semibreves to semiquavers in 4/4 and 2/4 time signatures. Pupils will use melodic sequence, repetition and rhythmic motifs to create their own memorable musical theme.
Assessment Objectives Unit Assessment – Baseline assessment	**Assessment Objectives** Unit Assessment – Group Performance of 'Stand by me'	**Assessment Objectives** Unit Assessment – Individual Performance of a Chosen Theme Students will select and perform a theme from a range of approved pieces studied during the unit, demonstrating accurate pitch, rhythm, finger technique and musical expression.
Spring 02 *Lessons 14/15 – 17/18 (6 weeks)*	*Summer 01* *Lessons 18/19 – 20/21/22 (5 weeks)*	*Summer 02* *Lessons 20/21/22 – 23/24/25/26 (7 weeks)*
Content – Combining Bassline and melody Pupils will learn about pitch, note placement, the bass clef, left-hand placement and finger technique whilst building on their prior knowledge of note durations, tempo, time signatures, treble clef notes, right-hand placement and the Elements of Music. Through the study of *Hedwig's Theme* from the *Harry Potter* film series, pupils will develop their understanding of melody and accompaniment, learning how basslines support and enhance a	**Content – Folk Music: Traditions and Characteristics** Pupils will explore the characteristics of folk music from the UK and around the world. They will learn about oral traditions, storytelling, instrumentation and musical features associated with folk styles. Pupils will begin learning the sea shanty *Wellerman* and explore its historical context. **Listening:**	**Content – Triad Chords, Melody and Accompaniment** Pupils will build on their knowledge of major and minor scales to learn the note placements that make up major and minor triad chords. Through the study of contemporary popular songs such as *We Found Love* by Rihanna and *I'm Yours* by Jason Mraz, pupils will develop an understanding of how chord progressions provide harmonic accompaniment to a melody. Pupils will explore the relationship between melody and chords whilst developing their

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melodic line. Pupils will explore the distinctive melodic contour, expressive phrasing and mysterious character of the piece whilst developing coordination between both hands on the keyboard. **Listening:** Listening to a range of film music that incorporates examples of the Elements of Music, melody and accompaniment textures, and natural, sharp and flat notes on both the treble and bass clef staves. Pupils will explore how composers use melody, harmony and accompaniment to create mood and atmosphere, with a focus on *Hedwig's Theme* and other examples of film music. **Performance:** Performing *Hedwig's Theme* on the keyboard using natural, sharp and flat notes on the treble and bass clef staves. Pupils will perform melody and bassline parts using appropriate finger technique and notation and rests ranging from semibreves to semiquavers in a variety of time signatures, developing accuracy, coordination, fluency and expressive musicality. **Composition:** Composing simple melodies with an accompanying bassline using natural, sharp and flat notes on the treble and bass clef staves and notation and rests ranging from semibreves to semiquavers in 4/4, 2/4 and 3/4 time signatures. Pupils will explore how melody, harmony and accompaniment can be combined to create atmosphere and character, drawing inspiration from the musical features of *Hedwig's Theme*.	Listening to traditional and contemporary folk music, identifying instruments, structure and stylistic features. Including rhythm combinations, major and minor scales, and natural, sharp and flat notes on the treble clef and bass clef stave. **Performance:** Performing melodies and accompaniment parts from folk music repertoire including *Wellerman*. **Composition:** Creating simple folk-inspired melodies using repetition, sequence and call-and-response structures.	performance skills through solo and ensemble music-making. They will learn how musicians work together to combine accompaniment and melody to create a complete performance. **Listening:** Listening to a range of music that incorporates examples of the Elements of Music, chord progressions, melody and accompaniment textures, major and minor scales, triad chords and natural, sharp and flat notes. Pupils will identify how harmony supports melody and contributes to the structure, style and mood of a piece. **Performance:** Performing songs such as *We Found Love* and *I'm Yours* using major and minor triad chords, melodic notation and appropriate rhythmic patterns. Pupils may choose to perform as a soloist, playing both melody and chord accompaniment on the keyboard, or as part of a duo in which one performer plays the chord accompaniment on keyboard or guitar whilst the other performs the melody using voice or a melodic instrument. Pupils will develop fluency, coordination, accuracy and musical expression through rehearsal and performance
Assessment Objectives Unit Assessment – Individual Performance of "Hedwig's Theme"	**Assessment Objectives** **Unit Assessment** - Ensemble Performance of "Wellerman"	**Assessment Objectives** Unit Assessment - Solo or Duo Performance of a Contemporary Popular Song Students may choose from a selection of approved songs, including We Found Love and I'm Yours. Performances may be completed as: • **Solo Performance:** Melody and chord accompaniment performed by one pupil on keyboard. • **Duo Performance:** One pupil performs the chord accompaniment on keyboard or guitar whilst the second pupil performs the melody using voice or a melodic instrument. Assessment will focus on accuracy, fluency, coordination, ensemble skills (where appropriate) and musical expression.