

Music Year 7 Big Picture

<i>Autumn 01</i> <i>Weeks 1 – 7 (6 weeks)</i>	<i>Autumn 02</i> <i>Weeks 8 – 15 (8 weeks)</i>	<i>Spring 01</i> <i>Weeks 16 - 21 (6 weeks)</i>
<p>Content – Research Task: ‘Vocal Heroes’ Pupils (in groups of 2 where needed) will collate a presentation on a singer, band or rapper who they admire, their impact musically (and maybe socially) and what makes them distinctive. Presentations can be; PowerPoint, Artistic or a short performance.</p>	<p>Content - Performance: ‘Construct an 8-Beat’ Pupils (In groups of 2) will form a standard “8-beat” using different percussion instruments to recreate each part of the famous Pop/Rock beat. Each student will learn each part (Kick, Snare & Hi-Hat) and perform each, in time to a click track, switching roles to demonstrate their understanding of its construction.</p>	<p>Content - Composition: ‘Compose a Jingle’ Pupils (in groups of 2 where needed) will compose a jingle based upon keyboard Chords. They will learn the uses of Jingles in the corporate sector and how Music can be used to sell products. This will also give some students a first step into composing music.</p>
<p>Assessment Objectives</p> <ul style="list-style-type: none"> - To share their personal music tastes and appreciate other’s tastes and preferences - Understand what impact musically and socially their chosen Artist may have had on the industry and the wider public - Research on a deeper level the singer’s background and understand where they came from geographically and artistically - Gain a further appreciation for their process and research potential collaborators - Develop performance or presentation skills addressing their classmates - Wherever possible, relate to themselves. An Artist’s work is often a reflection of themselves and this can be shown through their work 	<p>Assessment Objectives</p> <ul style="list-style-type: none"> - Study the use of the 8-Beat in popular songs - Understand how it is formed within a 4/4 bar and the beat values of each part - Confidently perform as an ensemble, in time and with good communication - Use and understand drum notation, the stave and which line is assigned to each part of the drum kit they are representing 	<p>Assessment Objectives</p> <ul style="list-style-type: none"> - Listen to examples of famous Jingles - Gain an understanding of the industry and get a behind the scenes look at the role of a Jingle writer - Learn to play 4 chords on the keyboard with correct finger patterns - Create a jingle that is simple, memorable and hummable and to the brief that is set e.g. “Write a Jingle for Pets at Home using their company’s slogan that is on the board”
<i>Spring 02</i> <i>Weeks 22 (Spring 01) – 27 (6 weeks)</i>	<i>Summer 01</i> <i>Weeks 28 – 33 (6 weeks)</i>	<i>Summer 02</i> <i>Weeks 34 – 39 (7 weeks)</i>
<p>Content – Listening: ‘Instrumentation’ Pupils will learn about the instruments of the Popular Music Ensemble, their roles (independently and in group playing) and their differing timbres dependent upon genre. There will be a listening test based upon audio examples where students are expected to pick out instruments at designated sections of a song.</p>	<p>Content - Keyboard Skills/Composition/Critical Engagement: ‘Popular Chord Sequences’ Pupils (in groups of 2 where needed) will be given a sheet of commonly used chord sequences in Popular Music songs. They will learn the ‘Nashville Number System’ to see the common threads between many songs they already know. They will learn to play their favourite sequence, maybe linked with a song they like.</p>	<p>Content – Performance: ‘Put on a Gig’ Pupils will learn about different elements that come together to put on a concert. They will look at sound, lighting, artist logos and more to put together a performance. They will be split into groups who are given different guided tasks that will contribute to their class’ concert. The concert will be held in the performance space in the classroom and will be video recorded.</p>

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<p>Assessment Objectives</p> <ul style="list-style-type: none"> - To have a broad understanding of popular music instruments - To appreciate the roles of instruments and their respected instrumentalist's role in the ensemble - Gain an understanding different timbres dependant on genre - Recognise the difference between related instruments (eg. Lead/Backing vocals or Electric/Bass guitar) 	<p>Assessment Objectives</p> <ul style="list-style-type: none"> - To learn, understand and implement the 'Nashville Number System' in its most basic form (Key of C) - To recognise the familiar chord sequences an it's aural response as the listener - Practice the intervals between chord shapes and the possible issues that come with that - Play the appropriate Major or minor chord in the sequence - For higher grades, played in time. This will show the extra necessary practice completed in the pupil's own time 	<p>Assessment Objectives</p> <ul style="list-style-type: none"> - Learn and gain an appreciation for what goes on to put a concert together - Recognise what goes into rehearsing for an event and what a performer needs to do to be performance ready - Learn sound and lighting terminology - Run the gig as a class (assisting with technical aspects also) - Put on an efficient and smooth performance with planned timings and a thoughtful, flowing setlist.