

YEAR 7 MUSIC

YEAR 7 MUSIC INTENT	In Year 7 we aim to generate a passion for Music in our students through exploration of the key elements of Music, analysing a range of different musical styles. Students will gain an understanding of the importance of Rhythm, Pitch, Pulse, Timbre, Texture, Structure, Dynamics, Phrasing, Articulation and Instrumentation are in the creation of Music and become confident using these elements in practical tasks. They will be encouraged to compose and perform in a variety of genres using a selection of different instruments and Music Technology. They will also learn basic performance skills, growing in confidence as they regularly perform to each other in class, gaining an understanding of the different aspects required to make a performance successful. Students in Year 7 will be able to listen to and appraise music, commenting on the key musical elements within a piece.
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Exam Information (Y10-11)	Board:	Edexcel/RSL
	Qualification:	Level 1/Level 2 BTEC First Award in Music (EdExcel) and Level 2 Certificate in Music Performance (RSL)
	Website link to specification/resources:	BTEC Firsts Music (2013) Pearson qualifications RSL Awards Awarding the Contemporary Arts

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Elements of Music	Basic Keyboard Skills and Song Composition	Cartoon Music	Minimalist Music	Electronic Music	Popular Song Since 1950
What do the key terms Rhythm, Pitch, Pulse, Tempo, Texture, Dynamics, Timbre, Structure and Mood mean? How can I compose using the key elements of Music? What makes an effective performance?	How can I incorporate Rhythm, Pitch, Pulse, Tempo, Texture, Dynamics, Timbre, Structure and Mood into compositions and performances successfully? How do I read conventional notation? How do I play the keyboard/Piano? How can I compose lyrics to fit a simple melody?	How is Music used in cartoons to create atmosphere and interest? How can I use a variety of sounds and melodies to create a suitable soundtrack for a Tom and Jerry Cartoon?	What does the term Minimalism mean and what characteristics and conventions does Minimalist Music have? How can I perform Minimalist Music as part of a group? How can I compose using live instruments in a specific genre adhering to conventions?	How do I use GarageBand and Charanga/Yumu Music technology software to compose? How can I develop my lyric writing skills? How can I compose using Music Technology in a specific genre adhering to conventions?	How has Music developed and changed over the past 70 years? How does Music from the past influence the music I listen to today? How do I play the ukulele?
Can do statement 3 (M): Students will be able to identify and describe all of the different elements of music in listening tasks. Students will be able to compose and perform an imaginative and well-structured Graphic Score and Stripsody Style pieces with a steady pulse, multiple layers of sound and different pitches, textures, dynamics and rhythms. Students will be able to perform confidently and creatively, taking the lead and maintaining their own part in a group performance and use their voices very expressively to create a number of different vocal timbres. Can do statement 2 (S): Students will be able to identify most of the different elements in listening tasks. Students will be able to compose and perform a well-structured Graphic	Can do statement 3 (M): Students will be able to identify and describe all of the different elements of music in listening tasks and when peers perform them. Students will be able to compose and perform imaginative and well-structured song lyrics and perform these with a steady pulse, multiple layers of sound and different pitches, textures, dynamics and rhythms. Students will be able to perform confidently and creatively, taking the lead and maintaining their own part in a group performance and play Mary Had a Little Lamb chords and melody confidently on the Piano. Can do statement 2 (S): Students will be able to identify most of the different elements in listening tasks and when their peers perform	Can do statement 3 (M): Students will be able to identify and explain the different key features of Cartoon Music such as Mickey Mousing, Theme Music and Sound Effects and analyse how they are used to create mood and atmosphere. Students will be able to work as part of a group to compose and perform a well-structured piece of music which clearly articulates the key features of a Tom and Jerry Cartoon. Students will be able to effectively utilise different instrument timbres and sounds to convey mood and meaning in their own compositions. Can do statement 2 (S): Students will be able to identify the different key features of	Can do statement 3 (M): Students will be able to identify and analyse the key features and instruments used in Minimalist Music and explain and evaluate how the key developments from Minimalist Music have impacted on music composed more recently. Students will be able to perform confidently as part of a group, taking the lead and maintaining their own part in a group performance. Students will be able to perform confidently vocally, using a wide range of vocal timbres and perform confidently using musical instruments. Students will be able to relate what they have	Can do statement 3 (M): Students will be able to identify and explain the different key features of Grime Music and the instruments used. Students will be able to use Music Technology to compose an imaginative and well-structured piece of music which would be suitable as a backing track for a Grime Song. Students will be able to compose and perform imaginative and well-structured song lyrics and perform these in time with their own backing tracks, with different dynamics and rhythms. Can do statement 2 (S): Students will be able to identify the different key features and instruments used in Grime Music. Students will be able to use Music Technology to compose a well-	Can do statement 3 (M): Students will be able to identify and analyse the key features and instruments of a variety of different popular musical genres and can explain and evaluate how the key developments from the different decades have impacted on music composed more recently. Students will be able to play several chords confidently on the ukulele and transition between them confidently and play melodies on the ukulele. Students will be able to take the lead in a large ensemble performance, maintaining my own part and directing others. Can do statement 2 (S): Students will be able to identify the key features and instruments of certain popular musical genres and understand how the key developments from music different decades has impacted on music

<p>Score and Stripsody Style pieces with a steady pulse, multiple layers of sound and some different pitches, textures, dynamics and rhythms. Students will be able to perform simple pieces of music, maintaining their own part in a group performance and use their voices to create several different vocal timbres.</p> <p>Can do statement 1 (D): Students will be able to identify some of the different elements in listening tasks. Students will be able to compose and perform a Graphic Score and Stripsody Style pieces which incorporate some of the elements of music. Students will be able to perform simple pieces as part of a group and perform vocally.</p>	<p>them. Students will be able to compose and perform well-structured song lyrics and perform these with a steady pulse, multiple layers of sound and some different pitches, textures, dynamics and rhythms. Students will be able to perform simple pieces of music, maintaining their own part in a group performance and play the melody to Mary Had a Little Lamb confidently on the piano</p> <p>Can do statement 1 (D): Students will be able to identify some of the different elements in listening tasks and when their peers perform them. Students will be able to compose and perform song lyrics and incorporate some of the elements of music when performing these. Students will be able to perform simple pieces as part of a group and play Mary Had a Little Lamb on the Piano with some help from their teacher or peers.</p>	<p>Cartoon Music such as Mickey Mousing, Theme Music and Sound Effects and understand how they are used to create mood and atmosphere. Students will be able to work as part of a group to compose and perform a piece of music which articulates the key features of a Tom and Jerry Cartoon. Students will be able to utilise different instrument timbres and sounds to convey mood and meaning in their compositions.</p> <p>Can do statement 1 (D): Students will be able to identify some of the different key features of Cartoon Music. Students will be able to work as part of a group to compose and perform a piece of music which articulates some of the key features of a Tom and Jerry Cartoon. Students will understand how different instrument timbres and sounds can be used to convey mood in a composition.</p>	<p>learned about the key features of Minimalist Music to their own compositions and compose imaginative and well-structured pieces which they perform with a steady pulse, multiple layers of sound and different pitches, textures, dynamics and rhythms.</p> <p>Can do statement 2 (S): Students will be able to can identify the key features and instruments used in Minimalist Music and understand how the key developments from Minimalism have impacted on music composed more recently. Students will be able to perform as part of a group, maintaining their own part in a group performance using several vocal timbres and musical instruments. Students will be able to incorporate the key features of Minimalist Music to their own compositions and compose well-structured pieces and perform these with a steady pulse, two or more layers of sound and different</p> <p>Can do statement 1 (D): Students will be able to identify some of the key features and instruments used in Minimalist Music. Students will be able to perform confidently as part of a group, taking the lead and maintaining their own part in a group performance, both vocally and using instruments. Students will be able to compose music using some of the key features of Minimalist Music in my own compositions.</p>	<p>structured piece of music which would be suitable as a backing track for a Grime Song. Students will be able to compose and well-structured song lyrics and perform these in time with their own backing tracks.</p> <p>Can do statement 1 (D): Students will be able to identify some of the different key features and instruments of Grime Music. Students will be able to use Music Technology to compose suitable music for a Grime Song. Students will be able to compose song lyrics and perform these with a backing track.</p>	<p>composed more recently. Students will be able to play at least four chords confidently on the ukulele and can transition between these in songs. Students will be able to perform confidently as part of a large ensemble, maintaining my own part and keeping in time with others.</p> <p>Can do statement 1 (D): Students will be able to identify some of the key features and instruments used in Popular Music. Students will be able to play at least C and Am chords on the ukulele. Students will be able to perform as part of a group.</p>
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