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| Subject: Music | Year: 7 | Author: G. Worledge |
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| Key Knowledge <i>Pupils will know</i> | Key Skills <i>Pupils will be able to</i> |
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| <p style="text-align: center;">Key Threshold Concepts:</p> <p><u>1: Rhythm and Musical Elements</u></p> <ul style="list-style-type: none"> • Rhythm Vs Beat • Music Notation (the value of notes) Including: Crotchets, Quavers, Minims, Crotchet Rests, Semiquavers, Semibreves • Performing and Composing Cup Rhythms • Key Music Terminology <p><u>2: Keyboard and Pitch</u></p> <ul style="list-style-type: none"> • Notes on the Keyboard • Hand Position • Melodic Patterns • Treble Clef and Bass Clef • Notation on the Stave • Sharps and Flats • Rehearsing and Performing <p><u>3: Folk Music</u></p> <ul style="list-style-type: none"> • Context and Features • Ensemble Work • Introduction to Ukulele <p><u>4: Programme Music</u></p> <ul style="list-style-type: none"> • Context and Features • Carnival of the Animals • Composing | <p style="text-align: center;">Subject Skills:</p> <p>During the course of year 7, these modules will allow students to acquire a key set of basic music skills which will be built upon and developed throughout their five years at King's Lynn Academy.</p> <p>Students will learn basic knowledge, skills, and technique including but not limited to;</p> <ul style="list-style-type: none"> • Describing and analysing features through listening • Recalling different types of musical notes • How to compose rhythms • Understanding the importance of a time signature • Identifying an effective performance • How to perform melodic patterns on keyboard • How to use the correct hand position when playing keyboards • How to read basic notation using the Treble and Bass Clef • How to read chord diagrams for the Ukulele • How to perform as an ensemble <p>Throughout these four modules students will encounter a variety of different genres and styles of music from different time periods. This will allow students to begin to develop their understanding of the diversity of the world around them including different cultures and lifestyles.</p> <p>The skills built upon throughout this year will continue to be developed throughout the next academic year.</p> |



Subject Specific Knowledge and Sequencing:

The Music curriculum within Year 7 follows a practical based scheme of work that allows students to explore both music theory and its application on several instruments.

Rhythm and Musical Features

In this module students begin to explore the first steps in understanding basic music theory. This includes performative and compositional based tasks to ensure understanding of different note values. Students also begin to practise using key musical terminology to describe and analyse different styles of music through listening.

An Introduction to Keyboard and Pitch

Linking student's knowledge of note values covered in the previous module, this will be developed further in student understanding of notation using Treble and Bass Clef. Students will study and implement the correct hand position to play both conjunct and disjunct melodies on the keyboards. This is followed by students playing a piece of music on keyboards and performing to the class.

Folk Music

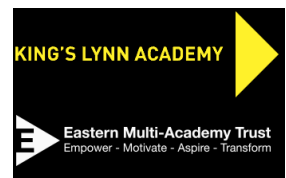
This topic will be the first experience of students exploring a specific style of music and its relevant features. As a class, students will analyse and explore "The Wellerman" Sea Shanty and arrange this within an ensemble performance. This will not only develop their understanding of musical terminology (pedal, broken chords, arpeggio etc) as well as introduce working as an ensemble. Within this topic students will also be introduced to the ukulele.

Programme Music

In this module students will explore Saint-Seans "Carnival of the Animals" and consider how different musical features have been used to reflect each animal. Students will develop this understanding through composing their own melody based on an animal.

Prerequisites and Spiral Teaching:

- Year 7 students will each have a different relationship with Music. Their understanding and experience of Music will be different levels in their Primary School.
- Confidence and desire to perform in front of peers will differ for each student with some being eager and willing to volunteer themselves regularly and some preferring not to participate in performing at all.
- Most Year 7s will have had some musical experience during assemblies involving vocal skills within their Primary School experience.
- Some students may have had instrumental sessions within their previous education. This quite often includes Ukulele.
- Some students may belong to local Amateur Dramatic societies or attend singing or peripatetic lessons.
- Some students will possess raw talent and/or love for Music not previously explored at primary level that we can harness and develop at secondary level.



Cross-Curricular Knowledge Links:

English – Writing, Reading, Listening, Speaking and Analysis that builds subject specific vocabulary.

History – Exploring Musical styles with a focus on its historical context and place in society and different cultures.

Personal Development – Exploring the use of music in different cultures.

Languages - Subject specific language taught in other languages including Latin and Italian.

Reading Lists / Sources / Reading around the subject recommendations:

Music Theory Support:

- The Ultimate Guide to Music: A fascinating introduction to music and the instruments of the orchestra (Paperback)
- The AB Guide to Music Theory – Part 1 / Eric Taylor - ABRSM
- The AB Guide to Music Theory – Part 2 / Eric Taylor - ABRSM
- www.musictheory.net
- www.musictechteacher.com
- www.mymusictheory.com

Further Reading on Styles Studied:

Folk Music:

- <https://www.bbc.co.uk/bitesize/articles/zibg8p3#z2c4jfr>
- <https://www.bbc.co.uk/bitesize/guides/zmx26yc/revision/1>

Programme Music

- <https://www.bbc.co.uk/bitesize/articles/z73wmbk#zh9xnk7>
- <https://www.bbc.co.uk/bitesize/articles/z6bsy4j#zqs7tcw>