

Music

Year 7 Curriculum

ASPIRE – ENDEAVOUR - SUCCEED

Rationale

Our vision is to enable children from all backgrounds to have the opportunity to learn practical skills whether that to be through PE, Drama, Dance and Music and to have the opportunity to progress to the next level of excellence.

Within the faculty it is our intention to engage and inspire pupils to develop their talent, and so increase their self-confidence, creativity and sense of achievement.

The faculty feels that it is important for students to experience a variety of opportunities, both in and outside the classroom.

Threshold concepts

- *(the understanding that underpins the learning of new content within this subject and year)*

Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness, and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.

Within the music curriculum it is our intention to promote the National Curriculum content to:

- play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- Use relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- identify and use the interrelated dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.
- Listen with increasing discrimination to a wide range of music from great composers and musicians
- Develop a deepening understanding of the music that they perform and to which they listen, and its history.

Subject knowledge

- *(the specific knowledge that you expect students to learn throughout the year)*

Performance

- Perform repertoire for Keyboard music accurately and in time
- Perform repertoire for Keyboard music following Staff notation with correct pitch and rhythm
- Perform vocally recalling patterns demonstrated by their teacher
- Vocalise a melody within at least a 2 layer performance
- Practise independently with an awareness of practise conventions, and ability to provide self-improvements

Composition

- Can create simple melodic and rhythmic patterns of their own to a given stimulus.
- Consider the historical/cultural context of their stimulus which may impact on their work.
- Demonstrate compositional techniques of ways to vary to a provided melody E.g. inversion/retrograde

and include these within compositional work.

- Create lyrics for their own “pop song” that follow “popular music” conventions
- Create melodic & rhythmic patterns for their created lyrics to fit within a provided chord pattern.
- Use Music technology software to programme in a main rhythm, bassline and melody.
- Use Music technology to add in studio effects to influence the intention of my created work.

Listening & Appraising

- To list the 8 elements of Music (Dynamics, Rhythm, Texture, Structure, Melody, Instrumentation, Tempo & Harmony) and be able to provide a simple definition for each of these.
- To identify the presence of musical elements in an unknown extract of Music
- To know the key instruments within an Orchestra, and its families.
- Be able to identify the main instruments being used within an extract of music.
- To use the appropriate element of music when discussing Music I can hear. (e.g. The tempo gets faster..)

Sequence of learning

- *(prior knowledge that students are expected to possess from previous years and/or topics)*

The curriculum is structured based on the expectations from the National Curriculum of Music whilst purposefully embedding skills essential to the study of GCSE & A Level Music; key concepts and skills required by the end of these courses are fed down into schemes of work from Year 7 upwards. This is designed to raise expectations and standards from the start of Key Stage 3 and ensure that musical knowledge is being understood both practically and theoretically. Year 7, 8 and 9 will study various musical genres, (historical and cultural) and through these different cultures and styles will explore, develop and refine their musical skills. Each project will provide tasks built around subject specific skills, so that over the key stage students will continue to revisit these concepts enabling them to build and advance their knowledge and skill set further as the progress through the Key Stages.

- During Autumn 1 & 2 students will develop basic musical skills and learn about the fundamentals of staff notation, how to access their singing voice, and perform on a keyboard. This is due to the varied experiences pupils receive in Primary schools (in particular y5-6) with Music, as some can enter year 7 playing an instrument that I have studied as a whole class where as others have never had music lessons. The autumn terms provide a solid foundation in the fundamentals of Musical learning and level the playing field whilst still providing challenge for those of higher musical ability.
- Spring 1 provides the first “expert experience” for pupils as they build on those fundamental skills to compose their own work that is given a “real world stimulus” from a local Art gallery. Students will develop their own sounds, and patterns within melody and rhythm to demonstrate their piece of art work. This will test the skills they have developed during the autumn terms and apply this to their own project.
- Spring 2 pushes their knowledge of composition further, whilst still providing a framework to create work by. Here students will be taught various compositional tools to vary a melody and listen to many examples of Theme and variation work. Their prior knowledge of keyboard skills will enable them to play the original theme that will be provided to them and then build on their compositional skills as they then compose variations around this theme, and perform their final creation.
- Summer 1 introduces the new concept of using music technology, in order to compose their own work. The skills and knowledge accumulated so far around the elements of Music and how to compose will be applied in a new setting, and pupils will create their own dubstep track. The use of technological & studio effects will demonstrate they can encapsulate the style of dubstep in their music. (For example, before they could create a 4 beat rhythm pattern, in this topic applying distortion to that pattern, creates something truer to the dubstep style.)

- Summer 2 widens their knowledge of different styles of music, and providing a second “expert opportunity” as pupils create their own pop song. Students are responsible for the lyrical content and ensuring this is true to the genre of music we are studying. This is a continuation of student’s keyboard skills work and could also provide opportunities for new instrumental challenges of guitar/ukulele. At this point students have looked at various ways to compose their own work that acts as a scaffold to enable them to fulfil their composition brief during this topic.

Cross-curricular knowledge

- *(the knowledge drawn from other subjects to support understanding of concepts)*

The extensive extra-curricular and co-curricular music programme enables and supports musicianship in students of varying abilities, giving opportunities for students to experience a wide variety of genres and musical ensembles. As well as all-inclusive ensembles for mixed ability students who want the enjoyment of performing with others and developing their musical skills, such as Choir, Musical theatre, Ukulele Group, Samba Band and Orchestra.

These ensembles are able to challenge the students and prepare them for further studies in the field. The annual School Production is another opportunity to stretch and challenge the students; by auditioning to be a member of the cast, where the expectation is that all cast members and musicians develop performance talent and professionalism. These clubs/events are not only to encourage enjoyment in the arts but also for students to learn about professional expectations and performance discipline.

Curriculum links to careers

- *(specific examples of lessons and/or units in which work related learning will be explicitly taught)*

Nottingham Contemporary Art Gallery

- The entire Music into Art unit is linked with Nottingham Contemporary Art gallery and the residing exhibition that takes place at that moment in time. The gallery will provide examples of the art work currently on display in the gallery that will act as a “brief” for pupil’s own compositions.
- This experience will provide students with the experience of working as composer for a client, who will provide with them the basics of the end product they should deliver and allow the students to creatively come up with their unique product.
- Enhances the cross – curricular links between the Arts Subjects, and the flexibility required to pursue a career within the Arts in the future.

VIP Derbyshire Charanga

- Cloud based software that allows students to compose within the classroom and continue their work at home.
- On completion of tracks, there is the option for pupils to receive feedback from VIP Charanga CEO, Max Wheeler, (Music Producer) with added opportunities to submit their work into county wide competitions.

Made at No.18

- Students to perform their pop song compositions at an Open Mic style event
- Showcasing their work outside of a school environment
- Providing opportunities that combine performance and composition elements that are true to the nature of a professional singer/songwriter’s work experience.

Procedural knowledge

- *(the subject specific skills that students will need to learn in order to demonstrate their understanding of the subject knowledge)*

In line with the National curriculum & KS4 criteria the three core components that are addressed at KS3 are

Performance, Composition and Listening & Appraising Music.

Vocal skills: Warm up, breathing techniques, recalling vocal patterns, two part singing.

Keyboard skills: placement of Middle C, correct wrist position, Right hand melodies, single finger basslines, 3 finger chords,

Staff notation: The Treble clef, Treble Clef notes, rhythmic, values,

Guitar/Ukulele skills: Instrumental hold position, 4 CHORD PATTERN (G, D, Em, C) “1, 2 and, 3, 4 and strumming pattern”

Compositional skills: Repetition, Inversion, Retrograde, Ornamentation, Augmentation, Diminution, Sequence, Canon, Ground Bass, lyric creation to a provided theme.

Music technology: Intro to using a DAW, drawing in note clips, using FX.