

OVERVIEW

In Year 7, students are introduced to the interrelated musical dimensions through performance: singing, ukulele, keyboard, tuned and un tuned percussion. We begin with a unit on rhythm and pulse, building a unified sense of ensemble with classes, setting expectations for further work in large and small groups. Singing is weaved into all units and is a core part of developing musicianship and understanding of pitch. Students will experience performing in front of an audience during school assemblies, and through whole class performance and Aspire opportunities.

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Rhythm and Pulse

- Rhythm And Pulse – learning about note values and simple rhythms
- Perform basic Drum Kit patterns through chair drumming
- Improvise simple repeated patterns/rhythmic phrases
- Samba/West African Djembe rhythms
- Time signatures (simple and compound) through conducting and performance
- Accents, offbeat and pulse
- Class Body Percussion performance – inspired by Amanda Meredith
- Dynamics and simple musical structures

Assessment:

- Whole class performance
- Body percussion composition task

Spr

Singing and the Elements

- Vocal skills
- Introduction to notation
- Introduction to the musical elements (*Pitch, Tempo, Dynamics, Articulation, Tonality, Timbre, Duration, Structure*)
- Describing the music using appropriate musical language
- Comparisons of the musical elements across a variety of pieces
- Sing in tune with reasonable fluency and accuracy
- Performance skills

Assessment:

- Whole class performance.
- Singing in unison and parts
- Listening: understanding the elements

Sum

Melody, Pitch and Patterns

- To know the instrumental families and be able to recognise a variety of different instrument sounds
- Musical contrasts – tempo, texture and dynamics
- Understanding how to notate pitch. Composing an original ostinato
- Imitating stepwise pitch shapes. Practicing correct keyboard technique
- Reading a musical score
- Learning the context of 'Ode to Joy'. Writing a new melody
- Make improvements to their own work
- Learn about music structures

Hooks and Riffs

- Introducing Repeated Musical Patterns
- Exploring Riffs and Hooks in a Popular Song –
- Exploring Repeated Musical Patterns in "Classical" Music
- Ostinato in Music from the Western Classical Tradition

Assessment:

- Keyboard performance using RH/LH
- Ostinato composition
- Listening – Identifying instruments visually and aurally

Useful resources for supporting your child at home:

[KS3 Music - BBC Bitesize](#)

[Yr 7 SCA Knowledge Organiser Booklet](#)

musictheory.net

[Chrome Music Lab \(chromeexperiments.com\)](http://Chrome Music Lab (chromeexperiments.com))

Homework:

Weekly practice on Instruments.

Please see ASPIRE timetable for music clubs and practice sessions.