



YEAR 7: MUSIC CURRICULUM AT LACON CHILDE SCHOOL

Year 7	Autumn Term 1			
Topic	Writing a Melody			
Big Question	What are the fundamental musical elements and how do we use them in music?			
Concepts	<p>Listening skills: How to identify musical elements through informal listening tasks.</p> <p>Composing: How to compose a piece of music using basic musical elements.</p> <p>Response: Responding to artwork (building on KS2 knowledge or artwork) to inspire ideas.</p>			
<p>Knowledge</p> <p>Skills</p>	<p>Students will be introduced to a variety of orchestral instruments and their timbres. Students will also be introduced to the musical elements and sonorities. This is a 'transitional' half term. Students will obtain the key skills in recalling, identifying and describing each of the musical elements. The DR T SMITH format is used to support all areas of study, listening and appraising. It provides a structure for extended analysis writing and long answer GCSE exam questions.</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Instruments of the Orchestra: Strings, Woodwind, Brass and Percussion • Musical Elements: Dynamics, Rhythm, Timbre, Structure, Melody (pitch), Instrumentation, Texture, Harmony <p>Skills</p> <ul style="list-style-type: none"> • Identify aurally the different instruments of the orchestra. • Introduce 'talking like an expert' by promoting the use of subject specific vocabulary (new knowledge) when explaining opinions. • How to apply basic musical elements to a composition e.g. the practical application of tempo. 			
Common Misconceptions	'Wind' instrument are called 'Woodwind'			
Key Vocabulary	Contrast Orchestrated Tempo Pitch	Silence Dynamics Rhythm Texture	Structure Melody Instrumentation Harmony	
Assessment Points	<p>Peer and self-reflection.</p> <p>Interim Assessment: Element definitions. Instruments of the Orchestra (listening)</p> <p>Summative Assessment: Composition based on the concept of Modest Mussorgsky's Pictures at an Exhibition</p>			
Diversity, Inclusion and Personal Development	<p>Students start this unit with a composition, stemming from artwork that uses the seminal works suggested in the KS2 Art curriculum. Due to the diversity of primary school music experience and the rural depravity, this starting unit is all about getting students to experiment with sound, keyboards and ideas. Their work is also written using a variety of written explanations and graphic scores. This sow is also designed to assess the initial ability of the students musically and ensure that all students needs are met. The sow also makes use of the creative ideas around mood and feelings, allowing student to experience music with no 'right' or 'wrong' ideas.</p>			

How parents can be of support	Parents/carers are promoted to have conversations with their young people at home about their current topics and what they are learning in school. Parents/carers can also support further by using the topical listening section of the newsletter, with suggested listening and links to a playlist.
Extra Curricular Links	Art: notable/seminal artists and works from KS3
Wider Resources	

Year 7	Autumn Term 2
Topic	Keyboard Skills
Big Question	What are the
Concepts	What are the musical elements (in DR T SMITH format) What is notation and how do you read it
Knowledge Skills	<p>Students will predominantly work on keyboard as the primary instrument available. Ensuring the students are comfortable with basic keyboard skills will provide an important basis for skill building throughout KS3. Students will learn ways to understand and read standard notation – including note symbols, note names, note duration and other staff symbols. Students will also be introduced to their first piece of music, written in standard notation. The study piece, ‘Once a Man’ is a simple piece is based on the first five notes of a Major scale. Students will also be provided with a ‘Funeral March’ version of this simple tune and perform these, applying their theoretical knowledge to play a tune. Understanding how to read standard notation is essential to all aspects of music education. Keyboard is the primary instrument used by students in KS3, providing the opportunity for all students to learn an instrument.</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> • Define the musical elements. (Declarative Knowledge) • Focus on Dynamics and introduction of Italian Performance Marks. • Introduction to notation and how to read notes on a stave. • Identify where the notes are on the keyboard. • Learn the names of the basic notes and their value/duration. <p>Skills</p> <ul style="list-style-type: none"> • Apply the dynamics to the score of ‘Once a Man’ • Identify and use different dynamics on a score. • Practically identify the pitches and rhythms on a standard notation score.
Common Misconceptions	‘hashtag’ called a sharp in music.

Key Vocabulary	Pitch Octaves Tone Semitone	Enharmonic Treble Clef Stave Crotchet	Quaver Dotted Crotchet Minim Semibreve	Dynamics
Assessment Points	Interim assessment: General theory and Musical Maths Summative assessment: Keyboard performance of 'Once a Man'			
Diversity, Inclusion and Personal Development	Students have now completed a 'free' composition and are moving towards more conventional ideas of music. Part of the curriculum expectations are that students learn notation and relevant keywords including the interlinking and fundamental musical elements. By looking at music from a more classicist view, students will be practicing their fine motor skills and basic 'musical' numeracy. To ensure differentiation for all, students are given a variety of differentiated resources including keyboard guides written in pen. To ensure stretch and challenge, there are many adaptations that can be made to the simple melody including arpeggiated chords and potential modulations e.g. C major to G major with one #)			
How parents can be of support	Parents/carers are promoted to have conversations with their young people at home about their current topics and what they are learning in school. Parents/carers can also support further by using the topical listening section of the newsletter, with suggested listening and links to a playlist.			
Extra Curricular Links	Numeracy: notation values and musical maths. Addition and subtraction. (GaT multiplication)			
Wider Resources				

Year 7	Spring Term 1
Topic	Scales and Variations
Big Question	How can we change or create musical variations to a musical idea, using the musical elements.
Concepts	How to apply musical elements to create changes/variation. To think and compose creatively. How to apply elements to a composition e.g. Dynamics

<p>Knowledge</p> <p>Skills</p>	<p>Students will explore full major and minor scales starting in C major/A minor. Students will be introduced to the theory of keys and tonalities - with sharps, flats and naturals. This expands the knowledge of their first tune, 'Once a Man'. Students will start by exploring a well-known tune, 'Frere Jacques' and through whole class singing, will familiarise themselves with the melody part. Students will explore harmony and chords, adding simple 1st inversion triadic chords to accompany their melody. Students will explore the musical elements using DR T SMITH to aid variations, with a holistic focus on tonality and harmony in more detail. Composition is 30% of the GCSE with variation an important compositional device.</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Understand what variation is in music, using wider variation examples e.g. cars • Learn the different between Major and Minor. • To solidify learning the fundamental musical elements (Procedural Knowledge) <p>Skills</p> <ul style="list-style-type: none"> • Listening to Mahler's 5th symphony and identifying why it sounds like Frere Jaques and what has been changed. • To build on prior knowledge of notation, applying it to a 'blank' score • Singing Frere Jaques, to solidify the main tune for variation (A) • Applying different musical elements to create/composition variations (A, A1, A2...) • Experiment with major and minor tonalities through Frere Jacques and The Funeral March 		
<p>Common Misconceptions</p>	<p>That 'plagiarism' is the same as 'copying', this unit is about taking musical ideas and making them your own.</p> <p><i>*stigma around singing? Whole class singing to address this?</i></p>		
<p>Key Vocabulary</p>	<p>Acappella Drone Retrograde Lyrics</p>	<p>Variation Dynamics Tempo Pitch</p>	<p>Chords Accompaniment</p>
<p>Assessment Points</p>	<p>Interim Assessment: Theory Test Summative Assessment: Composition of variations using Frere Jacques</p>		
<p>Diversity, Inclusion and Personal Development</p>	<p>This unit is a direct progression from the previous, using the C major scale from before to facilitate a composition. All students can access the basic content of a C major scale with supporting resources. The stretch and challenge comes from the experiential application of more than one variation, with the addition of further adaptations including techniques e.g. broken chords, contrary motion etc. Students experience some MFL through singing in a different language. Personal development is evident in the personalised nature of the sow, and how differentiated tasks are evidence from student to student. Students are also encourage to 'share' ideas in this unit too, experience ensemble music in pairs and the skills e.g. communication that go alongside this.</p>		
<p>How parents can be of support</p>			
<p>Extra Curricular Links</p>	<p>MFL: French (pronunciation) Numeracy: Note durations</p>		

Wider Resources	
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