

<b>Subject: Music</b>		<b>Year 7</b>		<b>Course Outline 2023 - 2024</b>	
<b>Autumn 1</b> (6 Weeks)	<b>Autumn 2</b> (6 Weeks)	<b>Spring 1</b> (6 Weeks)	<b>Spring 2</b> (6 Weeks)	<b>Summer 1</b> (6 Weeks)	<b>Summer 2</b> (6 Weeks)
<b>What are we studying? (Big idea/question(s))</b>					
<p><b>Year 7: How does music work? What are the mechanics of music?</b></p> <p>This will be studied through the following strands:</p> <p><b>Listening/appraising:</b> Introduction to the elements, listening and appraisal including contextual understanding</p> <p><b>Performing:</b> Finding our voice, whole class performing</p> <p><b>Composing:</b> Exploring composition, basic rhythmic notation</p>					
Whole class singing  Musicianship  <b>Performing;</b> Introduction to the elements of music through singing and performing  <b>Composing;</b> Exploring composition based on elements: (Darkwood Manor)	Whole class singing  Musicianship  <b>Performing</b> Pitch and rhythmic notation Keyboard skills	Listening/appraisal/ contextual study Form and Structure  <b>Composing;</b> Explore different musical structures- compose ternary form piece in pairs	Listening/appraisal/ contextual study Music from around the world- Gamelan <b>Performing;</b> Class/small group performance of Lancaran Cobowo Composing; Performing own group gamelan piece	Listening/appraisal/ contextual study Sonority and ensemble  <b>Composing;</b> Performing skills 1- Instruments of the orchestra- Fanfare composing	Listening/appraisal/ contextual study Sonority and ensemble  <b>Performing;</b> Performing skills 2- popular music
<b>Why are we studying this? (skills, purpose or progression)</b>					
The aim is to provide students with the basic tools of music- Composing performing and listening/appraising. These skills are needed throughout KS3 and underpin the GCSE music course.					

<p>Singing and aural/oral skills underpins all aspects of music. All can access singing regardless of baseline and prior knowledge. Teamwork. Good for mental wellbeing</p> <p>Composing; The ultimate way of exploring how music works 30% weighting in KS4</p> <p>Why now? Introduction to key terms used throughout KS3/4</p> <p>Links to future units? -Gaming music Y8 -Film Music Y9</p>	<p>Develop dexterity and accuracy on the keyboard- essential for future performance project and for success in composing Also introduce basic rhythmic and pitch notation</p> <p>Performing; building accuracy and expression 30% weighting in KS4</p> <p>Why now? Alternate composing/performing</p> <p>Links to future units? -Class ensemble Y7 - Musical patterns Y8 -All future performance work</p>	<p>Composing; The ultimate way of exploring how music works 30% weighting in KS4.</p> <p>Why now? Alternate composing/performing Builds on composing in HT1 but this time with much more structure</p> <p>Links to future units? -EDM Y8 - Musical Patterns Y8 (composing/sequencing) -All composing tasks</p>	<p>Performing; ensemble performing. Resilience, confidence,</p> <p>Performing; building accuracy and expression 30% weighting in KS4</p> <p>Why now? Alternate composing/performing First ensemble performing task (other than singing)</p> <p>Links to future units? -The Blues Y8 - Reggae Y9 -All ensemble performing tasks</p>	<p>Performing; ensemble performing. Resilience, confidence,</p> <p>Composing; The ultimate way of exploring how music works 30% weighting in KS4.</p> <p>Why now? Alternate composing/performing Builds on HT2 with more composing this time to a set brief (royal visit to Crawshaw)</p> <p>Links to future units? -Musical patterns Y8 -Gaming music Y8 -Composing to a brief Y9 -All composing tasks</p>	<p>Performing; ensemble performing. Resilience, confidence,</p> <p>Performing; building accuracy and expression 30% weighting in KS4</p> <p>Why now? Alternate composing/performing Builds on HT2 and 4 with more challenging ensemble performing</p> <p>Links to future units? -The Blues Y8 -Musical patterns (chords) -All ensemble performing tasks</p>
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How will this be assessed?

<p>Informal class performances. Opportunities for solos will add challenge and allow early baseline ranking</p> <p>Informal composition assessment based a checklist.</p> <p>Online listening quiz in testing knowledge and musicianship as well as key word retrieval.</p>	<p>Class and individual performances.</p> <p>Online listening quiz in testing knowledge and musicianship as well as key word retrieval.</p>	<p>Informal composition assessment based a checklist.</p> <p>Online listening quiz in testing knowledge and musicianship as well as key word retrieval.</p>	<p>Informal composition assessment based a checklist using conventions explored in performing</p> <p>Online listening quiz in testing knowledge and musicianship as well as key word retrieval</p>	<p>Whole class performance assessment based on criteria of accuracy and expression.</p> <p>Informal composition assessment based a checklist.</p>	<p>Whole class performance assessment based on criteria of accuracy and expression.</p>
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<b>RWCM</b>	Frequent discussion and oracy work, Contents of lyrics, use of technology, rhythmic notation, graphic score. Key terminology work
<b>Extra-curricular experiences</b>	Access to full range of performance extra curricular activities
<b>Careers Links</b>	Link to media, drama, film industry through composing a score for a drama extract (Darkwood manor)
<b>Independent Learning</b>	Independent parts in final two units- students can explore and rehearse their part individually. Paired work to create compositions.



**Essential Equipment**

Basic school equipment (Black pen, Green pen, Pencil, Ruler, Rubber), keyboards, macs