

**Year 7 Curriculum Overview [2019-2020] – Planning for Progression**  
**Subject – Music**

Schedule	Term	Knowledge & Understanding	Literacy Skills Building vocabulary Developing oral skills Developing reading skills Developing writing skills	Key Skills Subject Skills Numeracy Skills 21 <sup>st</sup> Century Skills Employability Skills	Assessment Formative Interim Summative
Autumn Term	Half Term 1	<b>Baseline Assessment</b> Formative assessment tasks in keyboard, singing, listening & theory. Pupils having had instrumental/vocal lessons to demonstrate skill level.	Writing and speaking about music. Reading graphic/stave notation and extended texts.	<b>Subject:</b> Listening, performing <b>Numeracy:</b> Problem-solving <b>Employability:</b> Communication	<b>Formative:</b> Written questionnaire of past musical experience and understanding. <b>Interim:</b> Pupil dialogue, teacher questioning and observation of skills in rehearsal and practice. <b>Summative:</b> Baseline testing of competencies in keyboard (performing a melody + accompaniment), singing (small group performance of pop medley), listening and theory written tests.
	Half Term 2	<b>Elements of Music</b> Understanding musical elements and how they interrelate. Applying knowledge of elements to listening, performing and composing. Reading, writing and interpreting note values and notation.	Reading and writing rhythmic symbols and terminology. <b>Key terms:</b> rhythm, pulse, dynamics, timbre, tempo, structure, texture, semibreve, minim, crotchet, quaver, rest.	<b>Subject:</b> Listening <b>Numeracy:</b> Subdivision and addition <b>Employability:</b> Independence	
Spring Term	Half Term 3	<b>Keyboard</b> Keyboard playing technique, reading pitch notation, whole-class, duet and solo performance of a pop/classical song.	Reading and writing stave notation. <b>Key terms:</b> sharp, flat, natural, chords, melody, harmony, tempo.	<b>Subject:</b> Listening, Performing <b>Numeracy:</b> Problem-solving <b>Employability:</b> Initiative	<b>Formative:</b> Pupil dialogue, teacher questioning and observation of skills in rehearsal and practice. <b>Interim:</b> Self and peer assessment, verbal feedback and target setting. <b>Summative:</b> Keyboard: solo/duet performance of 5-note melody (and accompaniment). Music Technology: sequencing instrumental parts of a popular song.
	Half Term 4	<b>Music Technology</b> Finding beats, composing a drum loop, chords and bass, creative bass lines and rhythmic chords. Individual performing and composing task.	Verbal and written appraisal of compositions. <b>Key terms:</b> bars, pulse, bass line, offbeat, improvisation, looping, FX, audio channel.	<b>Subject:</b> Composing, Critique/SMSC <b>Employability:</b> Digital literacy <b>21<sup>st</sup> Century:</b> Creativity	
Summer Term	Half Term 5	<b>African Drumming</b> Djembe technique; improvising rhythmic patterns; composing a call & response and a polyrhythm; whole-class and small ensemble performance.	Reading notation patterns. Writing a rhythmic grid. <b>Key terms:</b> polyrhythm, ostinato, call and response, pulse, cross rhythm.	<b>Subject:</b> Performing, composing, listening <b>Numeracy:</b> Subdivision/addition <b>21<sup>st</sup> Century:</b> Communication	<b>Formative:</b> Pupil dialogue, teacher questioning and observation of skills in rehearsal and practice. <b>Interim:</b> Self and peer assessment, verbal feedback and target setting. <b>Summative:</b> African Drumming: small group composition and performance of a call and response, whole-class performance of a polyrhythm. Ukulele: solo and ensemble performance of a well-known 4-chord song.
	Half Term 6	<b>Ukulele</b> Chords and strumming patterns; whole class and solo performance of a song using chords; composing a chord sequence.	Reading ukulele chord boxes. Writing a chord progression. Verbal and written appraisals. <b>Key terms:</b> fret, strum, tuning peg, pick, chords.	<b>Subject:</b> Performing, composing, Critique/SMSC <b>Employability:</b> Leadership <b>21<sup>st</sup> Century:</b> Collaboration	