

Year 7 Music - Long-Term Plan

Assessment: In Year 7, students are assessed against the universal criteria of:

Bronze - basic application of knowledge/skill

Silver - secure application of knowledge/skill

Gold - competent application of knowledge/skill.

YEAR 7 - MUSIC			
	Autumn	Spring	Summer
Unit Title:	Rhythm & Pulse	Melody & Accompaniment	Popular Music
Unit Length:	12 lessons	12 lessons	12 lessons
Key Concepts:	<p>Part 1: Exploring pulse, rhythm and notation through bucket drumming.</p> <p>Part 2: Applying knowledge of pulse, rhythm and notation to create and perform a rhythmic composition.</p>	<p>Part 1: Developing good keyboard technique and learning to read staff notation.</p> <p>Part 2: Applying knowledge of rhythm, pitch and notation to compose a melody with chordal accompaniment.</p>	<p>Part 1: Exploring ukulele technique and chord diagrams through learning and performing a selection of four-chord songs.</p> <p>Part 2: Applying knowledge of the elements of music to create a dance track composition.</p>
Resources	Bucket Drumming & Percussion	Keyboard & Sibelius	Ukulele & Cubase
End Points Covered:	<ul style="list-style-type: none"> • Perform with accuracy, technical control and musicality. • Compose and organise musical ideas with control of elements and resources. • Demonstrate and apply musical knowledge and language. • Sing with accuracy, technical control and musical expression. 		
Key Vocabulary	<ul style="list-style-type: none"> • Dynamics • Forte • Mezzo Forte • Mezzo Piano • Piano • Crescendo • Diminuendo • Tempo • Adagio • Andante 	<p><i>All key vocabulary from Unit 1 plus:</i></p> <ul style="list-style-type: none"> • Stave • Treble Clef • Bass Clef • Melody • High Pitch • Low Pitch • Conjunct • Disjunct • Narrow Range 	<p><i>All key vocabulary from Unit 1 and Unit 2 plus:</i></p> <ul style="list-style-type: none"> • Ukulele • Tuning • Chord Diagram • Strumming Pattern • Popular Song Structure • Chord Sequence • Quantise • Introduction • Verse

	<ul style="list-style-type: none"> • Moderato • Allegro • Accelerando • Rallentando • Texture • Monophonic • Homophonic • Polyphonic • Instrumentation • Rhythm • Pulse • Semibreve • Minim • Crotchet • Quaver • Semiquaver • Time Signature 	<ul style="list-style-type: none"> • Wide Range • Tone • Semitone • Tonality • Major • Minor • Accompaniment • Harmony • Chord • Triad • Primary Triad • Tonic • Subdominant • Dominant • Cadence • Perfect Cadence • Imperfect Cadence • Structure • Binary Form • Ternary Form • Rondo Form 	<ul style="list-style-type: none"> • Pre-Chorus • Chorus • Bridge • Instrumental • Outro • Drum Kit • Bass Drum • Snare Drum • Hi-Hat • Improvisation
<p>National Curriculum Content:</p>	<ul style="list-style-type: none"> • Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy. • Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures. • Use staff notation appropriately and accurately in a range of musical styles, genres and traditions. • Identify and use the inter-related dimensions of music expressively and with increasing sophistication. 	<ul style="list-style-type: none"> • 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 staff notation appropriately and accurately in a range of musical styles, genres and traditions. • Identify and use the inter-related dimensions of music expressively and 	<ul style="list-style-type: none"> • 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 staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. • Identify and use the inter-related dimensions of music expressively and

	<ul style="list-style-type: none"> • 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. 	<p>with increasing sophistication, including use of tonalities, different types of scales and other musical devices.</p> <ul style="list-style-type: none"> • 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. 	<p>with increasing sophistication, including use of tonalities, different types of scales and other musical devices.</p> <ul style="list-style-type: none"> • 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.
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