

Year 7

Scheme	What are they learning?	Why are they learning it?	<i>HOW will it help in the real world?</i>	Does it fit with the school INTENT statement? If so, how?	How will it link to future learning?	Curriculum End Points (Non-Negotiable outcomes for every student)
<i>The Elements of Music</i>	Students will learn about all of the elements of music through listening and performance tasks.	Develop a basic understanding of music, including particular language and key words which will be essential for every topic in music. Develop basic keyboard and performance skills.	Develop interpersonal and communication skills with peers and ability to self-assess.	This foundation understanding will allow students, even if they have little musical background, to progress successfully to the next stage of education in this subject. Performances will also develop confidence .	All topics studied in music will make reference to the musical elements and listening skills developed in this scheme.	<p>Knowledge Pupils can describe music using some musical terminology from DRSMITH.</p> <p>Pupils can identify note values of quavers, crotchets, minims and semibreves.</p> <p>Pupils can identify notes on the treble clef staff within the ledger lines.</p> <p>Composition Pupils can create a basic rhythmic piece.</p> <p>Performing Pupils can locate the white notes on a piano/keyboard and perform a basic melody with some pitch accuracy.</p> <p>Pupils can sing a basic song in time with others.</p> <p>Pupils can perform using different dynamic and tempo.</p>
<i>World Music</i>	Students will learn about the origins and features of different styles of music from around the world through development of skills in listening, performance and composition.	Develop understanding of particular musical features and an appreciation for the development of contrasting styles of music. Develop composition and performance skills.	Develop a cultural understanding and respect for different traditions around the world.	There will be wide ranging opportunities as outside agencies are invited to lead workshops in world music which will inspire students' curiosity through a range of practical applications .	Link to AoS3 in GCSE – cultural/musical references are understood, remembered and analysed in KS4.	<p>Knowledge Pupils can identify music of African influence by ear.</p> <p>Pupils can identify music of Asian influence by ear.</p> <p>Composition Pupils can create a rhythmic piece that uses different textures.</p> <p>Performing</p>

				Performances will also develop confidence.		<p>Pupils can perform a syncopated rhythm.</p> <p>Pupils can perform chords accurately on a stringed instrument.</p> <p>Pupils can maintain a steady pulse in time with others.</p> <p>Pupils can perform basic rhythms <u>from sight.</u></p>
<i>The Blues & Rock 'n' Roll</i>	Students will learn about the origins and developments of these styles of music through research, listening and performance.	Develop understanding of particular musical features and an appreciation for the development of styles of music. Develop performance skills.	Develop an understanding of the history of the slave trade.	Students will be respectful whilst learning about the history of the slave trade. Performances will also develop confidence.	Link to AoS3 in GCSE – cultural/musical references are understood, remembered and analysed in KS4.	<p>Knowledge Pupils can identify blues/rock n roll music.</p> <p>Pupils can identify some band instruments by ear such as drums, bass, guitar, piano some horns.</p> <p>Composition Pupils can create a simple melody and perform it.</p> <p>Pupils can improvise a basic melody with notes as stimulus.</p> <p>Performing Pupils can take part in a blues ensemble performance and maintain their part fluently.</p> <p>Pupils can accurately perform the chords to a 12 bar blues.</p>