

Curriculum Overview: Music- Year 7

Year 7 students follow an Arts carousel and rotate Art, Music and Drama lessons each term. The students will study one longer unit and two more per year in Music and this will rotate according to the carousel timetable.

	YEAR 7 MUSIC			
	<i>Unit 1a</i>	<i>Unit 1b</i>	<i>Unit 2</i>	<i>Unit 3</i>
Topic Title	Introductory skills 1: Sound, Pitch, Dynamics, Style, Texture, Rhythm	Introductory skills 2: Melody, Speed, Structure, Expression, Style	Performing/Class Instrumental Ensembles Notation, Rhythm, Synchronization, Musical intervals, Harmony, Chords	Listening, composing, and evaluating music Composing music, History of Music, Anthropology of Music

<p>Key Skills and Content</p>	<ul style="list-style-type: none"> • Sound Production • Periodic Vibrations and Cycles • Sound waves • Sound transmission • Frequency in Hertz • Frequency hearing ranges of humans and animals • Psychoacoustics, audiology, and sound perception • Nikola Tesla and sound • Monochord of Pythagoras • String division and Octave • Musical instruments categorization • Hornbostel-Sachs • Pitch through frequency and sound waves • Synthesizers • Vangelis and Universe Music • Doppler Fizeau effect • Dynamics • Sound level measurements, Decibels • Dynamic ranges • Musical style through 	<ul style="list-style-type: none"> • Melodic phrases • Musical forms • Symphonic Orchestra • Two, three- and four-parts musical works • A-B, AA-BB, A-B-A, AA-B-AA, A-B-A-C-A • Monothematic and polythematic musical ideas • Style and characteristics • Solo and orchestral parts • Concerto Solo • Concerto Grosso • Symphony • Requiem • Sound and Acoustics • Great musical works • Great composers and musicians • Monothematic, binary, ternary, rondo • Form and structure in Pop music • Intro, Verse, Chorus • Great performances 	<ul style="list-style-type: none"> • Whole class and small groups performing ensembles • Using tuned percussion instruments • Musical scales, Major/Minor • Tones and Semitones • Musical intervals • Major/Minor triads • Rhythmic notation • Rhythm composition • Developing sight-reading • Establishing musical notation • Transposition • Exploring improvisation or harmonisation • Playing rhythmically simple melodies • Staff notation written on one staff for rhythmic patterns • Using notes within a range of a 5th transposed into C major or A minor. • Playing short rhythmic phrases at sight using 	<ul style="list-style-type: none"> • Sound production using digital tools. • Developing the technical ability to identify the use of musical elements. • Realization of major and minor sound • Identifying the sound color of musical instruments of the orchestra • Identifying melodies in major or minor scales • Developing understanding of the musical meaning and purpose of music • History of music: Medieval, Renaissance, Baroque • Great musicians, composers and works • Relating musical style and historical eras to practical issues • Culture and society • Active listening to musical works • Evaluating a musical work through musical and cultural terms
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<p>Summative Assessment</p>	<p>BASELINE ASSESSMENT Pupils through various activities explore their listening skills on fundamental musical elements, such as volume, pitch, tempo, and duration.</p>	<p>Assessment for learning on a multiple-choice quiz in which students should listen to musical works and identify musical phrases, parts, and structure, as well as specific forms.</p>	<p>In small groups pupils perform on a musical piece they have practiced from World music repertoire. Notice should be given on style, character and expression.</p>	<p>Pupils compose music using a variety of time signatures. They use different rhythmic patterns in order the sound result to be more interesting. Basic musical notation should be used accurately.</p>