

Subject: Music		Year Group: 7
Term 1 Key Focus/Topic(s) Introduction to Keyboard <ul style="list-style-type: none"> • Treble clef • Rhythmic Notation – quaver, crotchet, minim, semibreve • Chords 	Term 2 Key Focus/Topic(s) Introduction to Ukulele <ul style="list-style-type: none"> • Four chord pattern • Chord diagrams • Strumming patterns • Vocal tasks 	Term 3 Key Focus/Topic(s) Exploring Voices <ul style="list-style-type: none"> • Musical leadership • Conducting 3 and 4 beats in a bar • Expressing tempo, timing, dynamics • Grid score composition
Term 1 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework	Term 2 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework	Term 3 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework: Grid score - assessed in lesson and used for performances
Term 4 Key Focus/Topic(s) Blues <ul style="list-style-type: none"> • Walking bass • Chord progressions • Lyric writing • Historical context of blues and development into jazz and popular music genres 	Term 5 Key Focus/Topic(s) Blues (continued) <ul style="list-style-type: none"> • Walking bass • Chord progressions • Lyric writing • Historical context of blues and development into jazz and popular music genres 	Term 6 Key Focus/Topic(s) Samba <ul style="list-style-type: none"> • Cross rhythms • Semiquavers • Rhythmic movement and formation • Samba historical context
Term 4 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework: Extended written essay from class notes and additional research	Term 5 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework: Extended written essay from class notes and additional research	Term 6 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework: Samba research project

Rationale:**Unit 1**

- First time for many students playing keyboard (some will not have studied music before).
- Introduction to notes on a keyboard, simple note lengths and how to follow a single line of stave notation.
- Introduces some of the elements of music, with a particular focus on pitch, tempo and dynamics.

Unit 2

- First time for many students playing ukulele (some may have played briefly in primary, but possibly not for several years).
- Introduction to how to play chords, read chord diagrams, use strumming patterns and add vocals.
- Introduces some of the elements of music, with a particular focus on chords, rhythm and melody.

Unit 3

- Gives an insight into leadership within music and the role of a conductor
- Introduction to graphic score (picture notation).
- Introduces some of the elements of music, with a particular focus on tempo, time signature and dynamics.

Unit 4

- Explores the historical context and development of popular music styles
- Introduces the four bar blues sequence, walking bass and lyric writing
- Introduces some of the elements of music, with a particular focus on chords, chord progressions and melody

Unit 5

- Explores the historical context and development of popular music styles
- Introduces rhythmic cells and cross rhythm patterns performed on a range of drums and percussion
- Introduces some of the elements of music, with a particular focus on texture, rhythm and structure

Evaluation:

- Through assessment (self, peer and teacher twice during project).
- Consolidation through homework
- Quality Assurance in school and in collaboration at music hub meetings
- Student feedback