

MUSIC

Year 7 Scheme of Work

Topic(s):

- Three topics are studied, lasting one term each.
- Christmas song writing and composing.
- Spring – Pop Songs
- Brazil - Samba

Key Concepts:

- Performance skills – instrumental
- Performance skills - vocal
- Performance skills – ensemble
- Composition skills
- Listening and appreciation skills

Main learning strategies:

- Solo, paired and small group tasks.
- Teacher led skill acquisition
- Guided discovery and exploration tasks.
- Guided independent learning – discovery / rehearsal / refinement
- Listening and responding
- Evaluative skills

Home Learning:

- Take away homework task sheet to support each termly project.

Extension and enrichment:

- School music clubs
- Instrumental lessons
- Performance in school concerts and shows.

Assessment Methods:

- Interim performance recorded and feedback
- End of unit presentation and recording of work
- Lesson log / diary reflection on progress
- Peer observation and target setting
- Self-observation and target setting

	7.1	7.2	7.3	7.4 E	7.5 D	7.6 C	7.7	7.8	7.9
Skill area 1 Performing	I can participate in a simple performance	I can perform with some accuracy of pitch and rhythm as part of a group in unison	I can perform with increasing accuracy of pitch and rhythm as part of a group in unison	I can perform with some fluency and accuracy	I can perform with fluency and accuracy	I can perform longer parts with reasonable technical skill and expression, using tempo, timbre, dynamics and phrasing	I can perform longer parts with competent technical skill and expression, using tempo, timbre, dynamics and phrasing	I can perform longer parts with competent and consistent technical skills and expression, using tempo, timbre, dynamics and phrasing	I am sensitive to my role in the performance and can make appropriate adjustments to my part, taking the lead where appropriate
Skill area 2 Composing	I can participate in the composition process	I can order sounds in a creative way I can explore repeating patterns	I can explore and select appropriate sounds for compositions	I can create simple compositions which have a sense of structure	I can create compositions which explore different sounds and the musical elements	I can develop composition ideas in rehearsal time	I can refine and improve work effectively in rehearsals, developing initial ideas further	I can use relevant notations to plan and revise material I can adapt, improvise, develop, extend and discard musical ideas within chosen musical styles	I can compose extended, memorable pieces with a sense of direction and shape, with consideration of melody, rhythm and overall using appropriate notations
Skill area 3 Listening and Appraising	I can identify different sound sources	I can recognise some simple instrument sounds I know a range of musical elements	I can recognise an increasing range of instrument sounds I know the musical elements and can recognise some in listening tasks	I know the musical elements and can apply with some accuracy in listening tasks	I can use appropriate vocabulary to identify musical elements	I know the musical elements and key vocabulary and can recognise and use in listening tasks	I can identify different genres of music and their simple features in a listening task	I can identify and describe different genres of music and their features in a listening task	I can describe and compare musical features in listening tasks, using appropriate vocabulary