

## KS3 Long Term Curriculum Plan: Music Year 7

<p><b>Curriculum Aim:</b> To understand and have a working knowledge of the elements of music, mainly rhythm and melody through notation, leading to performance and composition. To learn to listen to music using vocabulary which describes it and leads to analysis. Understanding instrumentation and arranging. To learn to perform by playing the keyboard and singing</p>
<p><b>Link to prior learning:</b> At Key Stage 2 students should have:</p> <ul style="list-style-type: none"> <li>• Performed, listened to, reviewed and evaluated music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li> <li>• Learned to sing and to use their voices, to create and compose music on their own and with others, had the opportunity to learn a musical instrument, used technology appropriately and have the opportunity to progress to the next level of musical excellence</li> <li>• Understood and explored how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> </ul>
<p><b>Rationale of sequencing:</b> Fundamental skills are taught so that rhythm is embedded first. Pupils can then work with ear and eye connections. Skills are then married with the stave to build more than one dimension of understanding at the same time. Multitasking coordination, aural, muscle memory, spatial awareness and aural recall</p>

	Focus / Topic	Knowledge & Skills (from NC/Programmes of Study)	Assessment
Autumn 1	Rhythm is a pattern with a pulse of beats	Learn to recognise and use rhythm symbols. Learning time signatures and how to turn symbols into bars, bars into phrases. Understand and explore how music is created, produced and communicated through duration and tempo.	Rhythmic notation test.
Autumn 2		Learning staff notation. Learn to marry rhythmic symbols to melody lines on the stave. Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, structure and appropriate musical notations.	Notes on the stave test with rhythmic understanding.
Spring 1	Melody is a pattern from a scale of notes we perform for a musical sentence	Learning the minor scale. Analysing Prokofiev's theme from 'Lieutenant Kije'. Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.	Performance of Lieutenant Kije 'Romance' theme.
Spring 2		Learning the major scale. Learning to play the Prokofiev's 'Troika' theme. Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.	Performance of Prokofiev's 'Troika' theme. More intense differentiation for able students. Homework which includes musical vocabulary.

Summer 1	How we listen and how we perform	Creating own melody lines. Learning Pachelbel's Canon to introduce harmony Working with passing notes and phrase structures. Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.	Creating own melody lines. Performance of Copland's 'Appalachian of Spring'. Learning Pachelbel's Canon to introduce harmony.
Summer 2	If you can walk you can dance if you can talk you can sing	Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.	Variable tailor made assessments according to the topic chosen for the whole year group including research, rehearsal and performance.

Further Information

Developing opportunities for choir and band through extended and extra-curricular activities which include peripatetic provision and concerts and festivals.

**National Curriculum:**

**KS3**

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**KS2**

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