



Overview	<p>At WHGS our curriculum features the development of musical skills and knowledge at its core, through the development of technique (performance and music technology), construction (composing and improving) and critical engagement – all of which are woven into each unit of learning, revisited, and developed throughout.</p> <p>The music curriculum in year 7 is carefully sequenced (36 to 37 x75min lessons a year) to introduce students to progressively more challenging concepts. In term one, curriculum provides an opportunity to form a holistic view of pupils' musical starting points, through various practical and listening activities. Indeed, throughout year 7, it is very much an introductory year to KS3, where students experiment with patterns, repetition and contrast including simple melody.</p>
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Autumn Term	<p>Rhythm / Harmony / Melody / Texture & Timbre (Introduction to Music): 13 x 75min lessons</p> <p>Introduction to KS3 Music: developing a foundation in subject knowledge and practical skills building on Primary Experiences.</p> <ul style="list-style-type: none"> ■ Intro to vocalisations, warming up, singing in parts, singing as an ensemble, internal pitch, exploring vocal repertoire. ■ Reciting, reading basic and challenging rhythms. Arranging and composing using rhythm as a stimulus. ■ Where applicable, exploration of hand percussion and other to create layered rhythms within a group setting. ■ Intro to basic piano skills are explored, simplistic 5-digit right hand pattern made up of crotchets, addition of the left hand, knowledge of I (tonic) and V (dominant). Treble clef notation and symbols studied ■ Intro to basic chords on the ukulele, reading chord charts, parts of the ukulele, strumming patterns, playing as an ensemble, internalising pulse ■ Intro to elements of music (musical features and devices) ■ Extended critical listening, knowledge and understanding of musical features and devices, to be used in comparison/ open questions. 	Assessment
	<ul style="list-style-type: none"> ■ All formative assessment ■ Questionnaire ■ Frequent Verbal feedback and performance ■ Fortnightly homework quizzes in teams ■ VT work, verbal reflection/ class discussion ■ EDSA musicianship grid ■ (Progress booklet work) 	

Spring Term	<p>Orchestral Sounds: 5 x 75min lessons</p> <p>Continuing to develop foundation subject knowledge and practical skills with a focus on sonority / Western Traditions and the Orchestra.</p> <ul style="list-style-type: none"> ■ Extending knowledge of harmony and tonality, I (tonic) and V (dominant) Pedal, major triads ■ Using piano skills, 5-digit right hand to create / compose a Fanfare using a C major triad. Left hand drone of I / V bass pedal. ■ Recall, retrieval of treble clef notation and symbols studied, extended bass clef ■ Vocalisations, internalization of pitch, exploring vocal repertoire. ■ Looking at context, occasion, developing critical listening, retrieval and recall of elements (musical features and devices) extended four families of the orchestra (sight and sound), timbre, sonority, articulation, instrumental techniques (e.g. pizzicato) 	Assessment
	<ul style="list-style-type: none"> ■ All formative assessment ■ Frequent Verbal feedback and performance ■ Fortnightly homework quizzes in teams ■ VT work, verbal reflection/ class discussion ■ EDSA musicianship grid ■ (Progress booklet work) 	

Spring Term	<p>Blues Music and its origins: 7 x 75min lessons Continuing to develop foundation subject knowledge and practical skills with a focus to Blues Music and its origins.</p> <ul style="list-style-type: none"> ■ Extending knowledge of chords, I (tonic) and V (dominant chords) plus IV (subdominant), 12 bar blues (I, IV, V) ■ Extending simplistic piano skills, 5-digit right hand to include blues scale Eb, use of some syncopation, triplets. ■ Recall, retrieval of treble clef notation and symbols studied, extended ■ Vocalisations, internalization of pitch, exploring vocal repertoire. ■ Improvisation using Pentatonic Minor Blues Scale ■ Looking at context, occasion, developing critical listening, retrieval and recall of elements (musical features and devices) extended 	
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Summer Term	<p>Blues Music and its origins: Continuation and completion of this unit from Term 2.</p> <p>Ensemble Musician Introduction: 7 x 75min lessons Final topic of year 7, affirming and developing skills taught in year 7 before moving into year 8 band musicianship skills term 1.</p> <ul style="list-style-type: none"> ■ Developing band musicianship skills as whole ensemble / ensemble etiquette and discipline ■ Extending knowledge of harmony and tonality, primary and secondary chords, I, IV, V, iv / key centre ■ Piano and ukulele skills, exploring chords, chord charts and texture, RH and LH, sustained, pulsing, rhythmical chords, strumming patterns. ■ Chair drumming and 2/3-way co-ordination, four to the floor, rhythms, time signatures ■ Vocalisations, internalization of pitch, opportunity to take leading vocal roles, exploration of vocal repertoire for all. ■ Looking at context, occasion, developing critical listening, retrieval and recall of elements (musical features and devices) extended, e.g. structure of a song <p>Introduction to using a DAW: 5x 75min lessons Introducing basic sequencing, using a DAW to compose and arrange music. Either Garage Band and / or YuStudio (Charanga) dependant on resources.</p> <ul style="list-style-type: none"> ■ Introducing use a DAW to step in basic sequences drum loops, bass, build chords. ■ Learning how to use editing tools (cut, copy, paste, trim) as well as basic plug ins (delay, reverb and risers) ■ Learning how to create a structure that shows musical development (repetition and contrast) using stepped parts and loops and samples. ■ Looking at context, occasion, developing listening skills, extended knowledge of musical features and devices, recall and retrieval. ■ Extended critical listening, knowledge and understanding of musical features and devices, to be used in comparison/ open questions. 	Assessment
	<ul style="list-style-type: none"> ■ All formative assessment ■ Frequent Verbal feedback and performance ■ Fortnightly homework quizzes in teams ■ VT work, verbal reflection/ class discussion ■ Composition pieces ■ ARG musicianship grid ■ (Progress booklet work) 	

Useful Resources for Supporting Your Child at Home:	Homework:
<ul style="list-style-type: none"> ■ Every fortnight, each lesson with the relevant knowledge organiser is posted on to teams both in class materials and in posts ■ These resources can help each child complete their homework and act as a retrieval / recall exercise based on the learning in lesson 	<p>Students receive fortnightly multiple choice homework quizzes in teams.</p>