

Long Term Plan Year 7 Music

Subject driver: Every hour a Musical Experience, exploring with awe and wonder

Through our teaching and learning in the music department we aim to create a stimulating and creative environment in which **all** students can participate. We work to develop **skills, knowledge** and **understanding** through a wide **variety** of practical musical experiences which will also allow students to explore **social, moral, cultural** and **spiritual** understanding through **experiential learning** whilst building **cultural capital**.

This will apply for Year 7

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver	Anticipated misconception s	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link	Explicit Vocab
1 and 2	Keyboard Skills	<p>C is to the left of the two black keys.</p> <p>G Clef and F clef notation (tested through focus on sound)</p> <p>C major scales RH, LH and both first 5 note scales and then 8</p> <p>How notes on the stave relate to notes on the keyboard</p>	<p>How to find notes on the keyboard without writing on keys</p> <p>Reading basic pitch and rhythm notation</p> <p>Basic hand technique</p> <p>Recreation of one part melodies on the keyboard</p>	<p>Exploring instrumental technique</p> <p>Developing skills and understanding theory through practical application</p>	<p>Confusion over repetition of notes on the keyboard and stave - recognising that middle C only refers to one key but can be written differently on both clefs.</p> <p>Maintaining correct hand position - wanting to play single finger (students</p>	<p>Some basic rhythm notations should have been experienced .</p> <p>A large number of our students have worked with glockenspiels (having the same key layout)</p>	<p>Development of instrumental technique.</p> <p>Musical context of repertoire</p> <p>Basic understanding of what a scale is.</p> <p>Ability to read and reproduce notation means future information can be delivered through</p>	<p>Repertoire can be extended for individual students right to Diploma level if required.</p> <p>More advanced theory is available as extension tasks on focus on sound and can be set individually to understand keys and chords.</p>	<p>Performing as a soloist and giving and receiving constructive criticism in peer feedback.</p>	<p>Music of great composers</p> <p>MOBO</p> <p>Experiencing excellent quality piano performances: Yuja Wang, Jarrod Radnich, Tom Brier, Oscar Peterson</p>	<p>Skills as a performing musician, Improvisation, sight reading as a musician in the UK</p>	Texture Duration

		<p>Performing pieces by great composers:</p> <p>Beethoven - Ode to Joy Mozart - Ah Vous d'irai je maman</p> <p>Walking basslines and chords</p>	<p>from basic notation</p> <p>Playing using both hands</p> <p>Developing through repertoire to increase independence of hands</p> <p>Independence of hands, improvisation on the blues scale</p>	<p>Exploring works of "great" composers</p> <p>Exploring MOBO related to keyboard music</p>	<p>claim this is easier initially; until the motor skills are developed in the hands).</p> <p>Fear of improvisation scaffolded by performances with teacher accompaniment and building from 3 notes or even 1 note improv.</p>		scores.					
3 and 4	Guitar (Chords)	<p>Guitar strings</p> <p>How chords are constructed on guitar-based instruments.</p> <p>Strumming techniques</p>	<p>To be able to play the A, D and E chords separately on the guitar</p> <p>To be able to play a 3-chord song accurately and fluently</p>	<p>3 chord songs – links to singing and transferable knowledge from keyboards</p> <p>3 chords - blues</p>	<p>Holding the instruments incorrectly. Not placing fingers on the correct fret for chord shapes. Alignment of chords and lyrics in songs</p>	<p>Links to singing, and guitar and /or ukulele lessons in KS2</p>	<p>Year 9 cover songs</p> <p>Year 9 tab and riffs</p> <p>Year 7 & 8 use of chords on the keyboard</p>	<p>Extend the range of chords and the type of chord e.g 7th minor chords etc.</p>	<p>Forming guitar groups to work with for a performance. Collaborative performances</p>	<p>Learning a 3-chord song that promotes peace (fix you)</p>	<p>Guitarist skills learnt as an introduction to guitar related jobs working in the industry</p>	Strumming Chord
5 and 6	Cartoon Music	<p>Application of the Elements of Music</p> <p>Leitmotifs</p> <p>Enhancement of action/drama</p>	<p>To be able to recognize how the different musical elements are combined</p>	<p>Experiential composing, application of keyboards skills and knowledge to create an</p>	<p>Using sound effects and music effectively</p>	<p>Primary music composition, Half Term 1 elements of music and keyboard</p>	<p>Year 9 Film Music</p>	<p>Close synchronisation and use of developed devices to improve the composition</p>	<p>Communication and group work. Creating music suitable for a younger audience</p>	<p>Film and Cartoon Music – historical analytical studies of Tom and</p>	<p>Film and gaming composition.</p>	<p>Mickey-mousing</p> <p>Leitmotif</p>

		Film devices Emotion and culture Location Mickey Mousing	and used expressively in film music To be able to compose music so that it relates to an intended purpose effectively.	effective piece of cartoon music		skills					Jerry and Disney		
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