

Music – Year 7 Curriculum

| Content (Intent) | Links to prior learning | Skills and Assessment (Implementation) | Expected Learning Outcomes (Impact) |
|---|--|--|--|
| Terms 1 Band Skills 1 <ul style="list-style-type: none"> • Introduction to acoustic guitar, bass guitar and drum kit skills • Chords and reading chord charts • 3-chord song 'Yellow' by Coldplay | <p>To develop knowledge of chords from Year 8 and consider their importance in popular music.</p> <p>To use previous knowledge of using other instruments and the commonalities with 'band' instruments.</p> | <p>Skills:</p> <ul style="list-style-type: none"> • Performing with confidence • Teamwork skills • Reading chord charts and drum patterns <p>Assessment:</p> <ul style="list-style-type: none"> • Performance task – perform the song 'Yellow' by Coldplay on either in a group. • Listening tasks – identify the roles of each band member and chord recognition • Observed practise | <p>To develop basic performance skills on a 'band' instrument.</p> <p>To understand how to read chord charts and drum patterns in a non-traditional way.</p> <p>To continue developing ensemble skills by working collaboratively.</p> |
| Term 2 Band Skills 2 <ul style="list-style-type: none"> • Developing playing technique on acoustic guitar, bass guitar and drum kit • Chords and reading chord charts • A series of 4-chord songs | <p>To further develop knowledge of chords.</p> <p>To develop playing technique by playing songs with more challenge and consider how to further playing technique.</p> <p>To continue to develop listening skills by describing music heard.</p> | <p>Skills:</p> <ul style="list-style-type: none"> • Performing with confidence and technique • Ensemble skills by maintaining their own part • Reading chord charts and drum patterns <p>Assessment:</p> <ul style="list-style-type: none"> • Performance task – perform one of the four 4-chord songs learned • Listening tasks – chord recognition and different playing styles. • Observed practise | <p>To further develop basic performance skills on a chosen instrument.</p> <p>To continue developing ensemble skills and leadership skills by working collaboratively.</p> |

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| Term 3 Band Skills 3 <ul style="list-style-type: none"> Developing playing technique on acoustic guitar, bass guitar and drum kit Song writing involving chord sequences, lyric writing, song structure and textural variation | <p>To use knowledge of chords and songs played in order to inform their own song-writing</p> <p>To continue to develop listening skills by describing music heard.</p> | <p>Skills:</p> <ul style="list-style-type: none"> Composition & creative skills Ensemble skills by maintaining their own part <p>Assessment:</p> <ul style="list-style-type: none"> Composition task – compose a 4-chord song in verse/chorus structure Listening tasks – chord recognition and song structure Observed practise | <p>To continue the development of performance skills in a different setting.</p> <p>To understand song-writing with consideration of chord sequences, lyric writing, song structure and varying the elements of music to create interest.</p> <p>To continue developing ensemble skills and leadership skills by working collaboratively.</p> |
| Term 4&5 Film Music <ul style="list-style-type: none"> Consider the purposes of diegetic and not-diegetic music. Compose by understanding key features of 3 film styles | <p>To further understanding of chords and now consider how these fit into tonalities and scales with a focus not just on Major and Minor.</p> <p>To consider the importance of a leitmotif using prior knowledge of pitch, rhythm and instrumentation</p> <p>Use knowledge of mood and style to compose 3 large scale pieces.</p> | <p>Skills:</p> <ul style="list-style-type: none"> Composition & creative skills Ensemble skills by maintaining their own part and following on-screen action <p>Assessment:</p> <ul style="list-style-type: none"> Composition task – compose 3 extracts of film music to accompany a piece of footage in different styles Listening tasks – identify musical features in different film styles Observed practise | <p>To understand the importance of playing style, technique and musical features in order to create a mood through performance.</p> <p>To compose music for a horror, wild-west and sci-fi scene using learned musical features.</p> |
| Term 6 Music Production | <p>To continue to use knowledge of chords.</p> | <p>Skills:</p> <ul style="list-style-type: none"> Composition & creative skills | <p>To gain experience of using SoundTrap/Sibelius and be able to</p> |

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| <ul style="list-style-type: none">• Creating a remix of 'Levels' by Avicii using a range of layered tracks• The introduction of production techniques | <p>To use prior keyboard and notation reading experience in order to input riffs and patterns into SoundTrap.</p> <p>To use knowledge of song-writing and to implement ideas around chord sequences, song structure and varying the elements of music to create interest.</p> | <ul style="list-style-type: none">• Performance skills to record tracks <p>Assessment:</p> <ul style="list-style-type: none">• Composition task – create a remix of 'Levels' by Avicii using a variety of production techniques• Listening tasks – identifying riffs by notation• Observed practise | <p>use a variety of production and recording techniques to make a unique remix of the song.</p> <p>To understand how to layer ideas with correct timing.</p> |

Resources and/or activities to support learning

Websites:

[KS3 Music - BBC Bitesize](#)

[BBC Radio 3 - Discovering Music, Discovering Music: Instruments of the Orchestra](#)

[Djembe – The complete basic guide - Afrodrumming](#)

[How To Structure Your Music For The Dance Floor - YouTube](#)