

YEAR 7 MUSIC CURRICULUM PROGRESSION OVERVIEW

In Year 7, students develop their knowledge and enjoyment of music through practical music-making on keyboards, percussion instruments and through regular singing. They explore the elements of music, whilst developing their performing, composing and listening skills. They experience music in a variety of genres, styles and contexts. They study music theory and how to read from western music notation by learning about basic note values, bar-lines, time signatures and treble clef notation.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Pulse and Rhythm	Pitch: The Treble Clef	The Pentatonic Scale	Musical Devices	Form and Structure	Descriptive Music
Core Knowledge/ Threshold Concept	<ul style="list-style-type: none"> An introduction to the elements of music Learning to recognise and identify the pulse in music Learning to identify families of instruments Knowing about basic note values, rests, bar-lines and time signatures Performing rhythms from notation 	<ul style="list-style-type: none"> An introduction to pitch and staff notation Developing keyboard skills Performing a short piece for keyboard Composing and notating a melody Identifying a variety of keyboard instruments 	<ul style="list-style-type: none"> Introduction to the pentatonic scale and how scales are used to build melodies Performing pentatonic music Composing using the pentatonic scale 	<ul style="list-style-type: none"> Learning about musical devices, how they work and what they sound like Performing a variety of harmonic and melodic devices Learning how to improvise and compose using musical devices 	<ul style="list-style-type: none"> Learning about the conventions of labelling musical structures with letters Learning about the musical structures of binary, ternary and rondo forms Analyse and identify simple pieces in binary, ternary and rondo forms Composing a piece in rondo form 	<ul style="list-style-type: none"> Considering how musical elements can be used to achieve an intended effect Composing a descriptive piece Learning how to perform using a variety of tuned and un-tuned percussion Reading from graphic score notation
Why this learning now?	Learning is deliberately sequenced having considered what core knowledge is required to unlock deeper understanding of a topic and the ability to make connections between topics so that when implementing this intent, teachers can effectively and explicitly draw attention to where a keyword/concept/behaviour/pattern etc has been seen before and effectively expose the relationship to the current topic through questions such as: Where have we seen this before? What does this remind us of? How does this have a relationship with what happened previously? How does our understanding of the previous concept inform our understanding of this one? and hence facilitate better learning.					
	This topic aims to consolidate what students have learned in primary school from widely different starting positions. It provides a foundation for future topics, with a focus on	By introducing pitch notation, this topic builds on the rhythm notation students learned about in Autumn Term 1. The focus is on developing students' keyboard skills whether they are a	Students use notation and keyboard skills acquired in the autumn term to explore the pentatonic scale as a starting	Following on from the melody writing introduced in Spring Term 1, this topic introduces devices as an effective way of	Students learn how music is structured, and how they can structure their own compositions, combining the skills	This topic explores alternative ways of notating music and how the musical elements can be used to create an intended effect.

	exploring the elements of music and ensuring students know about basic rhythm notation.	complete beginner or more experienced.	point for melody writing.	accompanying melodies.	they have learned in previous topics.	
Assessment Opportunities:	At the end of each unit students will complete a summative assessment based on one of the key skills; performing, composing, listening, theory/knowledge. This will be complimented by a range of other assessments in the run up to the summative assessments (see below)					
	Recall and retrieval questions at the beginning of each lesson on prior learning.	Recall and retrieval questions at the beginning of each lesson on prior learning.	Recall and retrieval questions at the beginning of each lesson on prior learning.	Recall and retrieval questions at the beginning of each lesson on prior learning.	Recall and retrieval questions at the beginning of each lesson on prior learning.	Recall and retrieval questions at the beginning of each lesson on prior learning.
	Retrieval questions at the end of each lesson based on content of that lesson.	Retrieval questions at the end of each lesson based on content of that lesson.	Retrieval questions at the end of each lesson based on content of that lesson.	Retrieval questions at the end of each lesson based on content of that lesson.	Retrieval questions at the end of each lesson based on content of that lesson.	Retrieval questions at the end of each lesson based on content of that lesson.
	Home learning tasks	Home learning tasks	Home learning tasks	Home learning tasks	Home learning tasks	Home learning tasks
	Theory Assessment	Keyboard Performance	Pentatonic Composition	Musical devices Listening Assessment	Rondo composition Year 7 Exam	Listening Activity – The Carnival of the Animals
Learning at Home	One home learning task is set every topic on Microsoft Teams, students are provided with a knowledge organiser to support their home learning. These consist of either a topic knowledge task or a wider listening task.					
	Topic Knowledge: Elements of Music 1 Wider Listening: Pulse and Beat	Topic Knowledge: The Treble Clef. Wider Listening: Keyboard instruments	Topic Knowledge: The pentatonic scale Wider Listening: Listening to pentatonic music	Topic Knowledge: Musical devices Wider Listening: Riffs, Ostinatos, Drones and Shadows.	Topic Knowledge Form and structure Wider Listening Horn Concerto No. 4 (Mozart)	Topic Knowledge Element of Music 2 Wider Listening Carnival of the Animals (Saint-Saens)
Key Vocabulary	Pulse Rhythm Semibreve	Melody Stave Treble Clef	Melody Scale Pentatonic	Devices Harmony Accompaniment	Structure Form Binary	Tempo Dynamics Forte

	Minim Crotchet Quaver Semiquaver Bar-line Time signature			Call and response Drone Ostinato Riff Shadow	Ternary Rondo	Piano Crescendo Tonality Texture Major Minor
Spiritual, Moral, Social and Cultural concepts covered	<p>Provision for the spiritual development of pupils: When composing students use their imagination and creativity, especially in the Descriptive Music topic</p> <p>Provision for the social development of pupils: Through singing and performing music together, students use a range of social skills</p> <p>Provision for the cultural development of pupils: By exploring a range of musical styles in historical and cultural contexts, students develop their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</p>					
Links to careers and the world of work	<p>All aspects of the Year 7 music curriculum develop skills related to careers in the music industry particularly performing and composing</p> <p>Transferable employability skills include: Creativity The ability to collaborate and work with others Understanding patterns through listening and analysing music Developing confidence when performing to others</p>					