



Marshall's Park Academy - Curriculum Overview



Subject: Music

Year Group: 7

In year 7 all students begin to study the basics of Music construction, focusing on the key elements of Music, staff notation and basic skills. This gives them the knowledge to begin to explore different genres of Music They will develop a critical engagement with music which follows the 3 main strands of GCSE Music

- Compose creatively and with assured confidence of notation and harmony
- Listen with discrimination to a range of musical genres, artists and key fundamentals
- Perform with confidence and musicality.

The curriculum promotes tolerance and understanding of other cultures reflecting the broad cultures from within the school. By incorporating music from many parts of the world, looking at both western and non-western cultures and approaches towards music.

TERM 1	TERM 2	TERM 3
<p style="text-align: center;"><u>Boomwhackers</u></p> <p>Practical work using Boomwhackers working as an ensemble exploring the Musical Elements.</p> <ul style="list-style-type: none"> • This topic uses Boomwhackers with students working together as an ensemble to explore the use of the Musical Elements. • Students will go on to study basic keyboard skills and treble clef notation. therefore, this topic will help students to understand music better and the way to refer to it • The topic will introduce the students to substantive concepts they will use through Year 7 and then build upon in 8 and 9 • Students will also look at pieces of music from different cultures. • Links to PSHE – working relationships <p style="text-align: center;"><u>P Buzz</u></p> <p>Developing ensemble skills, introducing Treble Clef Notation and instrument specific techniques</p> <ul style="list-style-type: none"> • Students learn how to read Music on the treble clef stave • Further developing practical application of Musical Elements 	<p style="text-align: center;"><u>Keyboards</u></p> <p>Understanding and reading treble clef notation to use whilst developing instrument specific techniques on keyboards</p> <ul style="list-style-type: none"> • Students develop how to read Music on the treble clef stave to play 3 film themes • Students will go on to look at composing so will be required to write in treble clef notation and play harder pieces • Introduce students to how to identify keys on the keyboard <p style="text-align: center;"><u>Acapella</u></p> <p>Understand and practical application of different vocal techniques</p> <ul style="list-style-type: none"> • This topic uses students’ voices with students working together as an ensemble • This topic will help students to understand vocal music better and the way to refer to it, developing performance skills and confidence. • The Topic will introduce the students to substantive concepts they will use through Year 7. • Have looked at by mid way through year 7, instrumental and vocal music. Covering Percussion 	<p style="text-align: center;"><u>Rap</u></p> <p>Discover the genre of Rap, how it is used and how it is constructed within Music</p> <ul style="list-style-type: none"> • Understand how rap is used to get across issues • An area of interest / in modern music culture • Explores different genres In preparation for GCSE • Encourages students to explore their own believes and views • Introduces students to lyrics before looking at Song Writing in year 9 • Links to English, looking at Stanza’s and use of rhyme <p style="text-align: center;"><u>Salsa</u></p> <p>Discover the genre of Salsa, how it is used, how it is constructed within Music and the importance of Rhythm. Identify and respond to Salsa Identify why it is important Begin composing their own salsa rhythms</p> <ul style="list-style-type: none"> • An area of interest / in modern music culture • Explores different genres In preparation for GCSE • Encourages students to explore their own believes and views • Rhythm and use of polyrhythms



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<ul style="list-style-type: none"> • Brass specific instrument techniques, introduces a specific family of instruments and techniques • British values – Brass Bands and Brass music 	<p>(Boom Whackers) Brass (B Puz) Keyboard and Vocal.</p> <ul style="list-style-type: none"> • Students will also look at pieces of music from different cultures 	<ul style="list-style-type: none"> • Introduces what a Chord is before looking at Chord Sequences in year 8
<p style="text-align: center;">KEY ASSESSMENTS</p> <p>HALF TERM 1 Meaning of Beat, Rhythm, Pitch, Tempo, Dynamics Ability to work together as a group – producing a coherent ensemble</p> <p>HALF TERM 2 Ability to understand treble clef notation Brass specific instrumental techniques</p>	<p style="text-align: center;">KEY ASSESSMENTS</p> <p>HALF TERM 3 Reading treble clef stave with Rhythm Identify where C is on a keyboard Playing a simple theme</p> <p>HALF TERM 4 Controlled use of voices and some vocal techniques</p>	<p style="text-align: center;">KEY ASSESSMENTS</p> <p>HALF TERM 5 Understanding of the concepts of Rap</p> <p>HALF TERM 6 Understanding of the concepts of Salsa and Rhythm within that.</p>
<p>Homework is set on a fortnightly basis and focuses on developing students listening skills.</p>		