

## Year 7 Curriculum - 2022-23

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	Introduction to Music Theory and Orchestra		Performance & Composition: Guitar Skills		Practical Grade 1	
National Curriculum Knowledge & Understanding	Understand and use staff and other relevant notations appropriately for a range of musical styles genres and traditions.		Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions		Play and perform confidently in a range of solo and ensemble context	
Assessment	Grade 1 Theory Assessment Paper inc. Aural identification of instruments		Pupils improvise a chord progressions and melody using prepared chords and scales		Grade 1 performance recorded and assessed	
Why this?	Possessing and understanding of Music Theory sets the groundwork for the following years of studying music. It is fundamental to having and secure understanding of music in all of its varying forms. By studying Music Theory students will be opened up to a universal understanding of the backbone of music, every future topic will feature elements of this, therefore and earlier understanding will lead to more progress moving forward.		Through learning pieces & scales of varying difficulty, pupils will learn all of the basic skills associated with playing their instrument: hand position, fingering (1, 2, 3), strumming and plucking.		Through learning pieces of varying difficulty, pupils will learn all of the basic skills associated with playing their instrument: hand position, fingering (1, 2, 3), keyboard technique.	
Why now?	This is the ideal time to introduce all students to Music Theory as it is the foundation for understanding many future aspects.		Gaining these basic improvisation skills will prepare pupils for tackling future more complicated compositions.		Gaining these basic instrumental skills will prepare pupils for tackling future more complicated practical work.	
Skills & Characteristics	<p><b>Listening</b> - Actively and critically listening to music builds a valuable skill-set used throughout KS3 Music and opens students up to new musical experiences</p> <p><b>Creativity</b> - An invaluable characteristic in any young person, possessing the ability to think creatively to reach a solution to a problem is an asset in any walk of life</p> <p><b>Staying Positive</b> - Staying and remaining positive when faced with a challenge will build resilience in students, musicality doesn't come naturally to all and a positive attitude is crucial to progress</p> <p><b>Teamwork</b> - As part of all ensemble work, musicians rely on others, using teamwork throughout these lessons will help our students realise the power of working effectively as part of a larger group/team</p>					
Aspirations & Careers	The main purpose of this topic is give students a solid foundational understanding of the fundamental building blocks of music. Much of the terminology used in Music Theory will be alien to the students at this stage, through the study of this we will further develop their growing vocabulary. This theoretical study will also furnish them with valuable soft transferrable skills that will equip them for their future careers.		By learning the technical aspects of our instrument before learning to play pieces, we are introducing pupils to the basic skills required to succeed. Every career path has a bank of associated skills which need to be mastered before we can be successful - this topic provides valuable experience of this.		By beginning to perform at a basic level where even the most talented students sound amateur, pupils are beginning to practise perseverance. In a society where instant gratification is all too prevalent it is vital that we teach students that in their adult lives they will need to persevere and fail along the way in order to succeed.	

	<ul style="list-style-type: none"> <li>• Independence</li> <li>• Perseverance</li> <li>• Discipline</li> <li>• Memory capacity</li> <li>• Etc.</li> </ul> <p>These transferrable skills are fundamental to future success.</p>		
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## YEARLY END POINTS

<b>Basic (Lower Ability End Points)</b>	<b>Clear (Middle Ability End Points)</b>	<b>Detailed (Higher Ability End Points)</b>
<ul style="list-style-type: none"> <li>• Distinguish between sections of the orchestra</li> <li>• Be able to read basic treble clef notation.</li> <li>• Be able to play Grade 1 scales 1 octave.</li> <li>• Be able to pluck one Grade 1 piece with some musical expression.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify common instruments of the orchestra and their section.</li> <li>• Be able to read all treble clef notation.</li> <li>• Be able to play all grade 1 scales.</li> <li>• Be able to play two Grade 1 pieces with musical expression.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify all instruments of the orchestra and their section.</li> <li>• Be able to read all treble and bass clef notation.</li> <li>• Be able to play all grade 1 scales from memory.</li> <li>• Be able to play all three grade 1 pieces with musicality.</li> </ul>