



Year Group	Year 7					
Subject intent	<ul style="list-style-type: none"> - Gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, composing and musicianship across a wide variety of historical periods, styles, traditions and music genres. - Revisit, remember and apply skills which have been previously taught throughout Foundation Stage, Key Stage 1 and Key Stage 2. - Develop a curiosity for the subject as well as an understanding of the importance of music in the wider community. - Use the musical skills, knowledge and experiences to involve themselves in music, in a variety of different contexts. 					
Subject Implementation	Autumn 1 ELEMENTS OF MUSIC	Autumn 2 KEYBOARD SKILLS 1	Spring 1 AFRICAN MUSIC	Spring 2 INSTRUMENTS OF THE ORCHESTRA & WORLD	Summer 1 LATIN AMERICAN MUSIC	Summer 2 PROGRAMME MUSIC
Knowledge	<ul style="list-style-type: none"> - To learn the basic elements of music for the future development - To be able to understand the elements of music through singing and listening - To learn the musical terminology and vocabulary - To be able to recognise the elements of music through singing and 	<ul style="list-style-type: none"> - To learn the musical notation for treble and bass clefs - To learn the music duration and rests - To develop the accuracy of keyboard playing by using correct pitch, rhythm and fingering - To be able to perform a piece of music on keyboard by using correct pitch, rhythm and fingering 	<ul style="list-style-type: none"> - To learn how to play as part of an African Drumming ensemble - To understand the basics of reading and writing rhythmic notation - To gain the wide knowledge of African Music background and African instruments - To know how to play on djembe with different strokes 	<ul style="list-style-type: none"> - To develop an understanding about orchestral instruments and families/sections of orchestral and world instruments - To learn about the features of the instruments and which belong to each section including their individual and characteristic timbres - To be able to identify different 	<ul style="list-style-type: none"> - To learn and understand the cultural background of Latin American Music - To explore and recognise Latin American dance rhythms - To gain the wide knowledge of Latin American Music background and Samba instruments - To aurally recognise Samba instruments 	<ul style="list-style-type: none"> - To understand how music can be used to tell a story - To understand the purpose of 'Promenade' - To be able to compose a music by looking an image through imagination and creativity - To be able to recognise the musical elements in a piece of programme music



	listening	- To be able to recognise the musical note names and duration	- To be able to improvise or/and compose call (question) and response (answer)	instruments, name and group them accurately - To be able to recognise the instruments timbres through hearing	and their importance in Samba Batucada - To be able to perform a 'main groove' as a whole class using percussion instruments and body percussion	- To understand how to plan and structure a composition
Skills	<ul style="list-style-type: none"> - Creative learner & Reflective learner (Extending & Developing musical ideas) - Team workers (Working as an ensemble / with a partner) - Self managers (Planning rehearsals) - Effective participators (Performing a finished music piece) - Independent (Practising with well-focus) 					
Subject Impact	<ul style="list-style-type: none"> - Access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. - Develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. - Can be seen in students' skills to listen, appraise, compose and perform their own pieces and those of others. - The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately. - Students express themselves through making music and seen as a passion for and commitment to a diverse range of musical activities. 					
Assessment	Students will be having a written assessment about all the elements of music that they have learned.	Students will perform their keyboard piece at the end of the scheme of work.	Students will perform polyrhythm, call (question) and response (answer) on different instruments as an ensemble.	Students will be having a quiz about all the instruments of the orchestra that they have learned.	Students will perform 'Arriba' with a partner at the end of the scheme of work.	Students will perform a finished programme music composition to the class.