

Year 7 Overview

Subject: Music



ST. MARY MAGDALENE
C OF E SCHOOL
PENINSULA CAMPUS
*Excellence through innovation,
founded in faith since 1840.*

National Curriculum focus

National Curriculum Targets:

Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians

Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.

Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Key assessment focus

Pupils will build on their previous knowledge and skills through performing, composing and listening.

Christian ethos

Where possible music will be chosen in line with the Christian ethos of the school. Christian pieces and excerpts will be used in and amongst positive and uplifting pieces. This will build cross curricular and extracurricular links which could support school events and activities.

British values

The projects encourage students to think positively about the benefits of diversity, respect and tolerance of those with different faiths and beliefs. Students will gain an understanding of different cultural traditions present in Britain and how migration has allowed these cultures to be embedded here. Students will also develop their understanding of the key British value of human rights, for instance by examining working conditions in other countries.



Music Year 7
Term 1
Heritage project

About this unit:

This unit aims to embed the approaches behind whole class workshoping began in year 7 alongside smaller ensemble improvising, composing, rehearsing and performing. It will give pupils the opportunity to build up basic djembe skills.

Specific skills developed in this unit:

Performing	Instrumental Skills	<ul style="list-style-type: none"> Pupils will explore playing the Djembe, improving their control, fluency and accuracy Pupils will learn the 3 main strokes Pupils will learn African song (if time)
	Ensemble skills	<ul style="list-style-type: none"> Pupils will maintain their own part in their drumming performances as part of a whole class and smaller ensemble, in time to a common pulse Pupils will become more aware of how the different parts fit with one another and how that informs their balance choices
	Expression	<ul style="list-style-type: none"> Pupils will explore dynamic contrast, different articulations and quality of sonority within their performances and composition
Composing	Create/Generate ideas	<ul style="list-style-type: none"> Pupils will generate a bank of rhythmic 'ideas' through improvisation, copying and listening, creating a variety of contrasting rhythmic patterns, which vary in length and complexity
	Develop and Refine	<ul style="list-style-type: none"> Pupils will develop and refine their ideas, using musical elements appropriately
Critical listening	Analysis	<ul style="list-style-type: none"> Pupils will learn how to 'unpack' and analyse some of the musical features of music from Africa and its cultural context
	Ability to reflect and evaluate music	<ul style="list-style-type: none"> Pupils will reflect on theirs and others' performances identifying what was successful/unsuccessful and why Pupils will use appropriate musical vocabulary to make simple observations about the music they are listening to
	Aural awareness	<ul style="list-style-type: none"> Pupils will develop their aural awareness and understanding through copying and internalizing rhythmic lines

Specific knowledge and understanding developed in this unit:

Structure	Bar, ostinato, call and response, signal
Pitch and melody	
Harmony and tonality	
Texture	Layered texture, unison, polyrhythmic
Tempo, metre and duration	Polyrhythms, 4 beats in a bar, division of beats (2, 3, 4)
Dynamics and sonority	Basic dynamics, gradation of tone, accents, names of African percussion instruments and strokes.

	Do now	Core Content – Knowledge and Skills. Suggested activities		
1.	Inspirational listening clip.	Learn Djembe technique (hold, bass/tone/slap) Learn signal (w/c)	Pupils learn class ' response ' Improvise 4 beat patterns, which will become the call and response (w/c)	Pupils repeat improvisation activity in smaller groups (developing the quality of their improvised 'calls')
2.	Context	Introduce unison ostinato rhythm. Pupils take on role of master drummer adding signal to beginning and end (w/c)	Call and response section is set up in w/c with a 4-bar pattern of 1 st solo/unison response/2 nd solo/unison response.	Pupils repeat the w/c call and response activity in small groups, taking turns to be the 'master drummer' and composing their own groups response. Return to w/c putting sections together
3.	Definitions	Introduce 3 polyrhythms . Recap unison, call and response and signal (w/c)	Pupils to repeat the w/c activity in small groups, taking turns to be 'master drummer' and picking their polyrhythm. Begin and end with signal x 2.	Performance to rest of class of polyrhythmic section with signals beginning and ending
4.	Polyrhythms	Whole piece rehearsed w/c. Invite pupils to add their own improvised 'calls' in the call and response section.	Pupils to repeat w/c activity in small groups, rehearsing each section and then linking them together with the use of the signal	Task 1: Pupils to perform in w/c piece in small groups
5.	Strokes	Pupils to perform their signals and unison rhythms		Pupils to compose their own signal and unison rhythm using rhythm grids and words and to help remember them
6.	Signal and Unison	Pupils to compose response bar for improvised call and response section and make note of it.	Pupils to add call and response section with improvised bars to signal and unison section	Pupils to perform in groups compositions in progress
7.	Response	Pupils to compose polyrhythmic section with at least 3 different rhythms and 'notate' it	Pupils to add polyrhythmic section to the signal, call and response and unison sections.	Pupils to perform in groups compositions in progress
8.	Structure	Success criteria shared for Composition Assessment	Last rehearsal of composed pieces with interventions where necessary	
9.	Performance Targets	Task 2 – Composition Assessment: Pupils to perform and record their composed African Drumming piece		
10.	Evaluation		Reteach	



Voices in Layers Term 2

About this unit:

This unit will open up the voice as a resource to pupils and give them the opportunity to experience performing, composing and listening. They will create their own vocal 'groove' before learning a well-known song.

Specific skills developed in this unit:

Performing	Technical skills	<ul style="list-style-type: none">Pupils will explore the different ways they use their voices with increasing confidence, control and accuracy.
	Ensemble skills	<ul style="list-style-type: none">Pupils will maintain their own part in performances as part of a whole class and smaller ensemble, in time to a common pulse and with an awareness of balance
	Expression and interpretation	<ul style="list-style-type: none">Pupils will explore different articulations and communicate meaning through expressive singing.
Composing	Generating ideas	<ul style="list-style-type: none">Pupils will improvise a variety of 4 beat rhythmic and melodic ideas
	Developing and refining ideas	<ul style="list-style-type: none">Pupils will develop and refine these ideas, using musical elements appropriately
	Musical coherence	<ul style="list-style-type: none">Pupils will explore and decide upon how these patterns might work together to give structure to their work
Critical listening	Analysing	<ul style="list-style-type: none">Pupils will learn how to listen to and analyse some of the musical features of their performances
	Evaluating	<ul style="list-style-type: none">Pupils will reflect on their performances and compositions, identifying what was successful/unsuccessful and why.
	Aural awareness	<ul style="list-style-type: none">Pupils will memorise and recall simple rhythmic and melodic patterns.

Specific knowledge and understanding developed in this unit:

Structure	Bar, ostinato, verse, chorus, bridge
Pitch and melody	High, low, step, leap, phrase, range
Harmony and tonality	
Texture	Layered, unison, 2-part texture, harmony line, thick and thin texture
Tempo, metre and duration	Pulse, tempo, beat
Dynamics and sonority	Basic dynamics, legato, staccato



Unit Plan

Do now - Recap	Core content – Knowledge	Core content - Skills	
Bobby McFerrin video	Ice breakers	Creating a 4 beat, 1 bar groove using body percussion. Looking at different textures (w/c)	Learning a 1 bar vocal ostinato. Creating vocal patterns. Looking at different articulations and textures (w/c)
Cathy Berberian – Being Creative	Unison and layered texture	Recap vocal/body percussion groove working on varying texture and being creative with vocal patterns. (w/c)	Pupils work in small groups creating their own vocal/body percussion grooves
Unison and layered texture	What makes a good rehearsal? IBPP	Pupils rehearse in groups their vocal/body percussion grooves focusing on texture and variety of vocal sounds.	Task 1: Record vocal groove performance
David Beckham – Free kicks	Melody - Step and Leap	Vocal warm up.	First rehearsal ‘Can’t Stop the Feeling’ pointing out when the music moves by step or leap, where the phrases are and when it is legato or staccato
Step and Leap	Recap of learning	Vocal warm up	Rehearsal to include some basic analysis of the piece
Recap of Learning	Rehearse ‘Can’t Stop the Feeling’	Task 2: Record song performance	Evaluation



All about Pentatonic Term 3

About this unit:

This unit aims to give pupils the opportunity to perform, improvise, compose and analyse melodies built around the pentatonic scale. Pupils will learn how to sing, play and construct the major pentatonic scale, which will then become their tool in composing balanced Q+A melodic ideas. Pupils will also learn basic treble clef notation.

Specific skills developed in this unit:

Performing	Technical skills	<ul style="list-style-type: none">Pupils will play the pentatonic scale on the keyboard.Pupils will play with a correct keyboard technique.
	Ensemble skills	<ul style="list-style-type: none">Pupils will play question and answer phrases in pairs, listening and responding
	Expression and interpretation	<ul style="list-style-type: none">Pupils will give their performances and compositions musical shape with expressive dynamics.
Composing	Generating ideas	<ul style="list-style-type: none">Pupils will improvise simple melodies using the pentatonic scale.
	Developing and refining ideas	<ul style="list-style-type: none">Pupils will develop and refine these melodic ideas into question and answer phrases.
	Musical coherence	<ul style="list-style-type: none">Pupils will structure these simple melodic ideas into a short, balanced piece.
Critical listening	Analysing	<ul style="list-style-type: none">Pupils will learn how to recognize and construct the major pentatonic scales.Pupils will notate the pitch of simple pentatonic melodies.
	Evaluating	<ul style="list-style-type: none">Pupils will reflect on their performances and creative work, identifying what was successful/unsuccessful and why.
	Aural awareness	<ul style="list-style-type: none">Pupils will memorise and recall simple melodic patterns that use the pentatonic.

Specific knowledge and understanding developed in this unit:

Structure	Bar, balanced phrases
Pitch and melody	Step, leap, phrasing, Q+A, treble clef, degrees of the major scale, pentatonic scale, notation Treble clef, stave
Harmony and tonality	
Texture	
Tempo, metre and duration	Pulse, tempo
Dynamics and sonority	Dynamics from pp to ff



Core content – Knowledge and Skills

Notes on the keyboard	Sing the pentatonic scale using the McFerrin jumps!	Names of pitches. Where they are on the keyboard? Hand position and fingering. Notes of the F major pentatonic.		Pentatonic improvisation on keyboards using the F major pentatonic. Play and copy 1 bar improvisations from the front then in pairs.	Sing 'Amazing Grace' pointing out the 2 large phrases made up of 2 smaller phrases
Notes of the pentatonic scale	Recap singing 'Amazing Grace' looking at the steps/leaps/phrases		Play first 2 phrases of 'Amazing Grace'. Hands in right place		Performances and intervention: 'Amazing Grace' first 2 phrases. Hand position. Notes of F major pentatonic. Extension: whole piece
Major Scale	Clapping Q+A 4 bar rhythms in 4/4		Improvising 4 bar phrases using the F major pentatonic copying from front of class		Improvising in pairs 4 bar phrases
Degrees of the major scale	How a Q+A 'feel' is achieved? Q ends on 5 th degree A ends on 1 st degree			Pairs playing 4 bar Q ending on 5 th followed by a 2-bar answer ending on 1st	Sharing phrases at the front
Degrees of the pentatonic	Making note of melodic composition in back of booklet			Melodic structure – 4 bar Q followed by 4 bar A. in pairs = 8 bars Extension: Add 2 nd 8 bar phrase	Practice as individuals 8 bar melody with backing track
The stave and the treble clef	Success criteria	Final practice of individual 8 bar melodies over backing track			Performances and recordings of 8 bar melodic compositions over backing track
Notation	Notating your composition				Evaluation
Dynamics	Return to 'Amazing Grace' practicing first 2 phrases. Extension: Whole piece				Analysis of melody - Phrases ,Q+A, Leap+Step
Practicing, performances and recordings of 'Amazing Grace'					
Evaluation	Reteach: What have the compositions, performances and evaluations thrown up?				Having another go: 1. Amazing Grace with extension LH 2. Improving or extended composition 3. Working further on notation or evaluations

Week	Month	Learning Intentions and/or Key Questions
Aut1-1	September	To introduce a Heritage Project from a musical perspective. Focus on African drumming.
Aut1-2		
Aut1-3		
Aut1-4		
Aut1-5	October	To develop practice and performance skills To review features of African drumming. Introduce new region of the world- India. To develop listening skills. Introduce new region for project – The Caribbean To develop listening skills. To develop students listening and appraising skills with a listening test.
Aut1-6		
Aut1-7		
		Half term holiday
Aut2-1	November	To introduce a Heritage Project from a musical perspective. Focus on African drumming.
Aut2-2		
Aut2-3		
Aut2-4		
Aut2-5	December	To develop practice and performance skills To review features of African drumming. Introduce new region of the world- India. To develop listening skills. Introduce new region for project – The Caribbean To develop listening skills. To develop students listening and appraising skills with a listening test.
Aut2-6		
Aut2-7		
		Christmas holiday
Spr1-1	January	To develop awareness of the voice as an instrument. To develop listening skills and to recognise ways of singing and types of voice. To develop group work skills, performance & practice skills Introduction to the voice.
Spr1-2		
Spr1-3		
Spr1-4		
Spr1-5	February	To identify different ways of singing To identify different types of voice.
Spr1-6		
		Half term holiday
Spr2-1	March	To develop awareness of the voice as an instrument. To develop listening skills and to recognise ways of singing and types of voice. To develop group work skills, performance & practice skills Introduction to the voice. To identify different ways of singing To identify different types of voice.
Spr2-2		
Spr2-3		
Spr2-4		
Spr2-5	April	Easter holiday
Spr2-6		
Sum1-1	May	Revise all the information from the year. Students to learn pieces using the pentatonic scale. Pupils to compose their own pieces using the pentatonic scales · Learn GarageBand/ Logic basics - how to set up a score, add instruments, add loops. Create own piece using Logic software. · Choose the key signature and time signature (bpm) using knowledge from previous topics - pupils to consider structure and form of their composition. Pupils to record their own pieces using the pentatonic scale,
Sum1-2		
Sum1-3		
Sum1-4		
Sum1-5	June	Half term holiday
Sum1-6		
Sum2-1	July	Revise all the information from the year. Students to learn pieces using the pentatonic scale. Pupils to compose their own pieces using the pentatonic scales · Learn GarageBand/ Logic basics - how to set up a score, add instruments, add loops. Create own piece using Logic
Sum2-2		
Sum2-3		
Sum2-4		
Sum2-5		

Sum2-6		software. · Choose the key signature and time signature (bpm) using knowledge from previous topics - pupils to consider structure and form of their composition. Pupils to record their own pieces using the pentatonic scale,
Sum2-7		

