

IMPLEMENTATION

Half-term 1		Half-term 2						Half-term 3						Half-term 4						Half-term 5						Half-term 6													
1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7

INTENT

<p>The themes for the year/areas of study/the big picture TO BE SHARED WITH STUDENTS (evidence in their books)</p> <p>By the end of year 7, students should be able to:</p> <ul style="list-style-type: none"> • play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments • compose by drawing on a range of musical structures, styles, genres and traditions • use staff and other relevant notations appropriately • identify and use the interrelated dimensions of music including the use of major and minor types of scales • listen to a wide range of music from great composers and musicians • develop an understanding of the music that they perform and to which they listen, and its history 																								
<p>Find Your Voice Develop vocal control</p> <ul style="list-style-type: none"> • Learn vocal techniques • Create backings for vocal mash-up • Develop melodic layers for vocal mash-up • Perform mash-up • Musical Vocabulary • Ensemble performance • Singing for an audience • Awareness of pitch 					<p>Rhythm and Drumming</p> <ul style="list-style-type: none"> • Develop rhythmic awareness and a greater sense of pulse • Ensemble performing • Develop awareness of notation • Understanding of quaver, crotchet, minim and semibreve notes with equivalent rests in notation • Rhythmic composition • Simple binary and ternary structures 					<p>Keyboard Skills</p> <ul style="list-style-type: none"> • Learn treble clef notation • Note range from Middle C and up to one octave • Awareness of how sound links to the symbols • Time signatures, bar lines and other notations up to ABRSM grade 1 level • Performing (solo) 					<p>Fanfares & Brass</p> <ul style="list-style-type: none"> • Awareness of music for a purpose • Music from different times and cultures • Understanding brass and percussion instruments • Composition of fanfares • Triads – major and minor • Performance 					<p>The Musical</p> <ul style="list-style-type: none"> • Understanding the musical and its history • Awareness of the development of the genre and its significance • Use of music for purpose and effect • Understanding of strophic song structure and the structural parts of a song from a musical • Awareness of recitative, aria, action and chorus songs • Singing for an audience • Compose melodic ideas based on characters or a given brief • Explore musical cliché • Develop a deeper understanding of major and minor tonality • Performance 				

IMPACT

Topic, Assessment, Readiness	Topic	Assessment Method	Mark Sch / Grade Boundaries	Knowledge / Skills / Understanding to be shared with students
	Find Your Voice	<ul style="list-style-type: none"> • Formative assessment of singing in every lesson • Audio/video recording of group singing • Teacher assessed grade 	Graded from 9-1. Formative verbal feedback is given every lesson. Audio evidence, departmental mark book and FAR marking in books	<ul style="list-style-type: none"> • Regular singing from an extended repertoire with a sense of ensemble (phrasing, pitching, dynamics, intonation, articulation and tuning) • The four-chord trick • Improvise musical ideas over a given chord progression
	Rhythm & Drumming	<ul style="list-style-type: none"> • Peer comments • Self-assessment • Teacher assessed grades 	Graded from 9-1. Formative verbal feedback is given every lesson. Audio evidence, departmental mark book and FAR marking in books	<ul style="list-style-type: none"> • Perform cyclic rhythmic patterns within an ensemble • Perform syncopated rhythms with confidence • Read and write rhythmic notation using standard notation with note durations and rests from a quaver to a semibreve
	Keyboard Skills	<ul style="list-style-type: none"> • Self-, peer- and teacher assessed grades • Solo performances • Ensemble performances 	Graded from 9-1. Formative verbal feedback is given every lesson. Audio evidence, departmental mark book and FAR marking in books	<ul style="list-style-type: none"> • Explore and understand keyboard layout • Use of piano finger technique • Develop an understanding of how sound relates to symbol • Awareness of rhythmic and pitch notation in treble clef • Perform 5-note melodies reading standard notation
	Fanfares and Brass Instruments	<ul style="list-style-type: none"> • Self-, peer- and teacher assessed grades • Solo performances • Ensemble performances 	Graded from 9-1. Formative verbal feedback is given every lesson. Audio evidence, departmental mark book and FAR marking in books	<ul style="list-style-type: none"> • Develop awareness of notation through composing music for an occasion • Understand the brass and percussion families, how the instruments work and their role within a fanfare • Perform compositions using keyboard
	The Musical	<ul style="list-style-type: none"> • Self-, peer- and teacher assessed grades • Solo performances • Ensemble performances 	Graded from 9-1. Formative verbal feedback is given every lesson. Audio evidence, departmental mark book and FAR marking in books	<ul style="list-style-type: none"> • Identify musical features including rhythm, tonality, texture and pitch. • Understand how the musical ideas relate to the purpose and context of the music. (Cliché)