

Y7 Music Overview 2019-2020

Extra-curricular/ enrichment: Choir for all years, keyboard club, theory intervention sessions. Music concert incorporating instrumental workshops for all. Introduction to external practitioners through the delivery of brass/woodwind lessons to all Y7. Opportunities to develop this learning are offered through group Peri lessons. HA/PP students given the opportunity for 1:1 instrumental lessons.

Link to PA intent	Link to National Curriculum	Topic/ Composite/ Intent Vocal Performance Skills	Sequencing: Why now?	Memory Retention:
'There is an underlying understanding of the power of performance as a form of expression of self, ideas and of cultural values'	'Students learn to sing and use their own voices' 'explore how music is created' 'use staff and other relevant notations appropriately...in a range of musical styles, genres and traditions'	<u>Lessons / Components / Implementation</u>	*Students vulnerable within the context of an exposed performance space as a consequence of the primary to secondary transition. This is addressed through the familiarity of the music pieces explored, as well as the ensemble context.	*Rhythm, pitch, expression
		*An introduction to vocal warm ups, rhythm, pitch and rehearsal techniques within the genre of Musical Theatre		*Script learning and pantomime
		* Exploration of staff notation and vocal techniques including articulation, dynamics and accent.		*Large cast devising
		*Performance techniques with a focus on characterisation and commitment. Accuracy of pitch, rhythm. Expressive performance introduced.		*Movement memory (dance styles)
		Assessment/construct/impact: Practical assessment of student's confidence to develop vocal techniques within an ensemble performance.		*Group choreography (tools)
SMSC: Social: team work.				



Link to PA intent	Link to National Curriculum	Topic/ Composite/ Intent Keyboard Performance Skills and Techniques	Sequencing: Why now?	Memory Retention:
'There is an underlying understanding of the power of performance as a form of expression of self, ideas and of cultural values'	'Play and perform confidently' 'identify and use...different types of scales and other musical devices'	<u>Lessons / Components / Implementation</u>	*Students previously developed a sense of a safe working environment through the exploration of familiar skills in singing. Now this has been established, new skills such as applying notation to instrumental playing, can be introduced. The keyboard remains a familiar instrument and the work in pairs promotes confidence in the students as they work together.	*Vocal techniques: pitch, musicality
		*Keyboard introduction including scale warm up exercises and playing in the treble clef		*Notation
		*Reinforcement of vocal techniques and notation learning		*Vocal characterisation (Matilda/ narration)
		*Development of rhythmic fluency and accuracy when following staff notation		*Musicality
		* Performance and critical review and reflection		*Unison performance (styles)
		Impact: Students to form the connection between notation and practical application		
SMSC: Social: team work. Cultural: Forming links between music and the church within the context of carols played.				



Link to PA intent	Link to National Curriculum	Topic/ Composite/ Intent Chinese Composition	Sequencing: Why now?	Memory Retention:
'understanding of the power of performance as a form of expression of self, ideas and of cultural values' 'respectful and appreciative of the decisions and roles of others within their community and the wider world'	'Listen with increasing discrimination to a wide range of music from great composers and musicians' 'develop a deepening understanding of the music they perform...and its history' 'improvise and compose...develop musical ideas drawing on a range of musical structures, styles, genres and traditions.'	<u>Lessons / Components / Implementation</u>	*Students have now developed an ear for pitch and rhythm. This must be in place before students attempt composition. *Structure is now addressed to give 'order' to students' future compositions.	*Cultural and practitioner influence
		*Introduction to key musical concepts in Chinese music, e.g. pentatonic scale		*Cultural and practitioner influence (mime and method acting)
		*Introduction to composition techniques, e.g. binary and ternary form (ABA)		*Cultural and practitioner influence (Bourne, Travolta, Bussell)
		*Listening and analysis of alternative Chinese composition		
		* Composition of contrasting material		
		*Structure focus – completion of composition – ABA		
		Assessment/construct/impact: Practically assessed application of influence from Chinese culture in own composition		
SMSC: Cultural: exploration and influence of Chinese composition. Social: team work. Moral: addressing cultural stereotype.				



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Link to PA intent	Link to National Curriculum	Topic/ Composite/ Intent Practitioners and Approaches	Sequencing: Why now?	Memory Retention:
<p>'eager and confident in investigations of a vast array of approaches to the creation of performance work and recognise the need to value and collaborate their ideas and opinions'</p> <p>'understanding of the power of performance as a form of expression of self, ideas and of cultural values'</p> <p>'respectful and appreciative of the decisions and roles of others within their community and the wider world'</p>	<p>'Listen with increasing discrimination to a wide range of music from great composers and musicians'</p> <p>'develop a deepening understanding of the music they perform...and its history'</p> <p>'improvise and compose...develop musical ideas drawing on a range of musical structures, styles, genres and traditions.'</p>	<p style="text-align: center;">Lessons / Components / Implementation</p> <p>*Introduction to polyrhythmic, utilising African rooted music as a stimulus</p> <p>*Introduction to STOMP, including identification of rhythms and rhythmic improvisation</p> <p>*Practical exploration linking to the musical elements such as timbre and texture.</p> <p>*Performance – key concepts include rhythm and the collaboration of skills across the 3 disciplines</p>	<p>*This unit uses prior learning as building blocks, upon which this now sits. The creative, abstract composition that is explored he would not be possible without the structure, rhythm and musical element learning that has taken place previously as this learning utilises all of these skills and concepts that have been developed.</p>	<p>*Rhythm and culture</p> <p>*Structure</p> <p>*Practitioner influence (improvisation, Stansilavski)</p> <p>*Expressive performance (storytelling)</p> <p>*Practitioner influence (Bourne)</p>
		<p>Impact: Students explore aural traditions and become confident in their ability to creatively apply alternative approaches to composition.</p>		
<p>SMSC: Cultural and spiritual;; African influence and the purpose of music with culture. Social: group performance work.</p>				



Link to PA intent	Link to National Curriculum	Topic/ Composite/ Intent Music Practitioners: Woodwind and The Orchestra	Sequencing: Why now?	Memory Retention:
<p>'There is an underlying understanding of the power of performance as a form of expression of self, ideas and of cultural values'</p> <p>'students are analytically reflective and consistently review their creative decisions both independently and through discussion with others with a never faltering desire for improvement'</p>	<p>'Play and perform confidently in a range of solo and ensemble contexts...playing instruments musically, fluently and with accuracy and expression.'</p> <p>'use staff and other relevant notations appropriately...in a range of musical styles, genres and traditions'</p>	<p style="text-align: center;">Lessons / Components / Implementation</p> <p>*Introduction to instrument assembly, embouchure and breathing</p> <p>*Notation skills</p> <p>*Orchestral links</p> <p>* Exploration of music practitioners and the orchestra</p> <p>* Learning of notes and repertoire</p> <p>* Ensemble performance</p>	<p>* Students have now developed the confidence to play solo</p> <p>*Students have made the connection between notation and play previously. This contributes to an increased pace of learning</p>	<p>*Stylistic qualities & skills</p> <p>*Expression</p> <p>*Stylistic qualities (physical theatre)</p> <p>*Characterisation</p> <p>*Stylistic qualities (ballet, Bollywood)</p> <p>*Expressive performance</p>
		<p>Assessment/construct/impact: Practical assessment of instrumental play addressing; quality of tone, accuracy of rhythm pitch, fluency and musicality. Extended impact of access to professionals.</p>		
<p>SMSC: Cultural: exploration of the role of the orchestra Moral: etiquette of equipment cleaning and listening</p>				



Link to PA intent	Link to National Curriculum	Topic/ Composite/ Intent Music Practitioners – Pop Music	Sequencing: Why now?	Memory Retention:
<p>'There is an underlying understanding of the power of performance as a form of expression of self'</p> <p>'eager and confident in investigations of a vast array of approaches to the creation of performance work'</p>	<p>'Listen with increasing discrimination to a wide range of music from great composers and musicians'</p> <p>'improvise and compose...develop musical ideas drawing on a range of musical structures, styles, genres and traditions.'</p>	<p style="text-align: center;">Lessons / Components / Implementation</p> <p>*Identification of different styles and structure within the genre of pop music.</p> <p>*Historical context and links to practitioners -1950s onwards</p> <p>*Forming a pop group. Exploring and selecting appropriate vocal repertoire</p> <p>*Performance with solo opportunities</p>	<p>*Style, genre, structure</p> <p>*solo opportunities</p> <p>*development of vocal and ensemble skills</p>	<p>*Style, genre, structure</p> <p>*Vocal techniques</p> <p>*Devising (prop stimulus)</p> <p>*Choreography tools</p>
		<p>Impact: Development of knowledge of style, vocal range and influences of the time.</p>		
<p>SMSC: Social – team work. Cultural – context of the pop era and influence.</p>				

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Key:

Memory Retention:

BLACK: the topic covered in Music

RED: the topic covered in Y7 Drama that also addresses this learning

GREEN: the topic covered in Y7 Dance that also addresses this learning

Long term memory retention is addressed by exploring common concepts across all three Performing Arts disciplines throughout the year; repetition and the provision of alternative routes to access the learning are intended to contribute to greater levels of retention.