



Music Curriculum Overview - Year 7

		Unit	Details
Autumn One	Samba	Pupils perform samba rhythms with confidence on their own and as part of a group using clapping and samba instruments to create a samba performance. Pupils begin to write and read rhythmic notation in simple and compound time. Pupils use their understanding of rhythmic notation to compose their own simple samba work. Pupils will listen to a variety of different samba performances and understand the historical and cultural context of samba music. Pupils will learn to sing the Brazilian song Baiao de Ninar.	
Autumn Two	Rhythmic Christmas	Pupils continue to develop their understanding and confidence using rhythmic notation and time signatures. Pupils compose their own body percussion pieces and perform to each other for peer assessment. Pupils prepare a body percussion performance of Sleigh Ride. Pupils listen to three different versions of That's What Christmas Means to Me and analyse the different use of musical elements within each performance. Pupils then learn to sing the song in unison and parts.	
Spring One	Instruments of the orchestra	Pupils learn about the history of the orchestra and the instruments that make up a traditional classical orchestra. Pupils listen to extracts of music including performances of the families of the orchestra from the BBC National Orchestra of Wales and The Young Person's Guide to the Orchestra. Pupils are given the opportunity to listen to some live performances from visiting musicians and when possible, an Educational Visit to The Sage, Gateshead. Pupils try out instruments and then learn to play and perform In The Hall of the Mountain King (Grieg) on Ukulele and Percussion. Pupils are introduced to the notes of the staff (treble and bass clef) and begin to write a short 4 bar melodic composition . Pupils research and present a project on the brass family which is both teacher and peer assessed. Finally pupils learn and sing songs in preparation for the KS3 Easter Service.	
Spring Two			
Summer One	Composition Unit	Pupils continue to develop their understanding of staff and rhythmic notation with a new understanding of how composers write for different instruments of the orchestra. Pupils are introduced to Theme & Variation Form and listen to examples including Ah Je Vous Dirai Maman (Mozart). Pupils explore melodic development ideas including diminution, augmentation, inversion and ornamentation before composing their own 8 bar melodic theme to then vary. Pupils will perform their composition to the class for teacher and peer feedback. At the end of the year pupils will sing whole school songs for the end of year service.	
Summer Two			

