

Year 7	1. PROGRAMME MUSIC
Prior learning	<p>Some students have taken part in performances or learned an instrument.</p> <p>Students should have studied the following from the KS2 curriculum</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239037/PRIMARY_national_curriculum_-_Music.pdf</p>
Rationale	<p>This topic is a basic introduction to music and focuses on introducing students to the elements of music for which we use MAD.T.SHIRT (melody, articulation, dynamics, tempo, structure, harmony, instruments, rhythm, texture). Students familiarise themselves with these elements through listening, composing and performance. They are introduced to basic performance techniques and are introduced to composing tools as a foundation for the year.</p>
Vocabulary	<p>MAD.T.SHIRT (melody, articulation, dynamics, tempo, structure, harmony, instruments, rhythm, texture) and ostinato. Mussorgsky/ Pictures at an Exhibition/ Programme Music</p>
SEND	<p>Introducing SENDsational 6</p>
Key assessments	<p>Baseline Formative listening assessment.</p> <p>Performance Assessment on Promenade by Mussorgsky for mixed instrumentation.</p> <p>Theory Assessment on the use of Melody/ Articulation/ Dynamics within Promenade by Mussorgsky.</p>
EDSM	<p>E - play a simple rhythm to a pulse with some accuracy as well as understand some keywords in context / D - play a standard rhythm to a pulse with accuracy as well as understand most keywords in context / S - play a more complex rhythm to a pulse in a variety tempos as well as apply keywords in context using tier 2 vocabulary / M - play complex rhythms to a pulse with musicality as well as evaluate and compare music using</p>

Year 7	2. CLASSICAL MUSIC
Prior learning	Students now have basic skills in playing a simple melody/ rhythm to a pulse. They have also been introduced to the main elements of music (MAD.T.SHIRT).
Rationale	This topic builds on basic skills from Module 1. Students will comment on a new style of music using the previous MAD.T.SHIRT to develop their understanding. They will also develop their performance skills from percussion to keyboards (5 Finger Technique) and some students will be encouraged to play drums.
Vocabulary	MAD.T.SHIRT (melody, articulation, dynamics, tempo, structure, harmony, instruments, rhythm, texture), crotchet, quaver, minim and brass instruments. Families of the Orchestra woodwind/ Brass/ Percussion/ Strings. 5 Finger technique for piano playing.
SEND	<u>Introducing SENDsational 6</u>
Key assessments	Performance assessment - Ode To Joy by Beethoven Theory Assessment - Use of Texture/ Structure/ Harmony in Ode To Joy
EDSM	E - basic skills on instrument or vocal and basic knowledge of keywords / D - developing skills on instrument or voice and ability to use keywords with some accuracy in full sentences / S - competent skills are demonstrated on instrument or vocals and good knowledge of keywords and ability to use form accurate responses to questions using tier 2 vocabulary / M - advanced skills on instrument or voice and excellent use of all keywords and the ability to compare and contrast with other styles and genres using appropriate vocabulary and tier 2 vocabulary.

Year 7	3. JAZZ - SWING
Prior learning	Students have explored the elements of music and performance skills in a variety of styles and genres. They have had opportunities to develop keyboard skills and add independent hands as well as other instruments and singing. Students have also been introduced to notation (reading and writing).
Rationale	The elements of structure, tonality, harmony, melody and how they affect mood in music are explored in this module which allows students to develop their understanding of how music works as well as their performance skills. Jazz also allows students to explore swing rhythms on a variety of instruments and works well as a whole class singing activity.
Vocabulary:	MAD.T.SHIRT (melody, articulation, dynamics, tempo, structure, harmony, instruments, rhythm, texture), improvisation, 7th chords, blues note, swing rhythm etc.
SEND	Introducing SENDsational 6
Key assessments	Performance assessment - I Wanna Be Like You Theory Assessment - Use of Instrumentation/ Rhythm / Texture in I Wanna be like you.
EDSM	E - basic skills on instrument or vocal and basic knowledge of keywords / D - developing skills on instrument or voice and ability to use keywords with some accuracy in full sentences / S - competent skills are demonstrated on instrument or vocals and good knowledge of keywords and ability to use form accurate responses to questions using tier 2 vocabulary / M - advanced skills on instrument or voice and excellent use of all keywords and the ability to compare and contrast with other styles and genres using appropriate vocabulary and tier 2 vocabulary as well as improvisation.

Year 7	4. DRUMMING
Prior learning	Students have developed a broader understanding of some of the elements of music through previous modules, can compose simple rhythms and have developed basic performance techniques. Their performance skills should have progressed and they have experience in notation, playing rhythms in time and to a beat.
Rationale	This module introduces students to various percussion instruments including the Djembe also Samba instruments. They will have opportunities to learn other instruments and sing as well. Students will be introduced to graphic notation, and expand upon Rhythmic exercises from Modules 1, 2 and 3. Understand basic note durations and how they fit into a bar. The module will embed previous learning and prepare them for more challenging performance/ composition tasks in subsequent modules.
Vocabulary	MAD.T.SHIRT (melody, articulation, dynamics, tempo, structure, harmony, instruments, rhythm, texture) and ostinato.
SEND	Introducing SENDsational 6
Key assessments	Performance: West African Drumming piece (composed by students in which they have notated their rhythms) Theory Assessment - elements within West African Drumming.
EDSM	E - basic skills on instrument and basic knowledge of keywords / D - developing skills on instrument or voice and ability to use keywords with some accuracy in full sentences / S - competent skills are demonstrated on instrument and good knowledge of keywords and ability to use form accurate responses to questions using tier 2 vocabulary / M - advanced skills on instrument and excellent use of all keywords and the ability to compare and contrast with

Year 7	5. COMPOSITION UNIT
Prior learning	Students have understood basic elements of music through listening and performing and composed a basic rhythm and performance in time to a pulse. They have performed a simple 5-finger tune on keyboards and had opportunities to specialise on other instruments as well as singing.
Rationale	This module enables students to explore music that they create using simple melodies, rhythms and Chord sequences. They learn how to compose using the pentatonic scale and are encouraged to write lyrics and compose musical ideas to fit with others.
Vocabulary	MAD.T.SHIRT melody, articulation, dynamics, tempo, structure, harmony, instruments, rhythm, texture), semi-quavers and ostinato. Chord sequence/ Drumbeat/ Compose/ Refine
SEND	<u>Introducing SENDsational 6</u>
Key assessments	Performance: Own Compositions Evaluation of 3 elements within their pieces.
EDSM	E - basic skills on instrument or voice and basic knowledge of keywords / D - developing skills on instrument or voice and ability to use keywords with some accuracy in full sentences / S - competent skills are demonstrated on instrument or vocals and good knowledge of keywords and ability to use form accurate responses to questions using tier 2 vocabulary / M - advanced skills on instrument or voice and excellent use of all keywords and the ability to compare and contrast with other styles and genres using appropriate vocabulary and tier 2 vocabulary.

Year 7	6. Popular Music
Prior learning	Students have had a good grounding in the elements of music and have developed their performance skills in the context of a variety of genres and styles. They have explored percussion instruments, singing and keyboards and have completed a module on drumming. They have also had opportunities to trial other instruments such as bass guitar and drum kit. Students have learned to read notation and have performed using the 5-finger technique on keyboards.
Rationale	Having studied a broad range of Classical Music and foundational rhythmic work we look at how those ideas are used in more modern music. There are essential elements of theory that can be taught in this module and it further develops and embeds the skills, techniques and understanding of modules 1 and 2..
Vocabulary	MAD.T.SHIRT (melody, articulation, dynamics, tempo, structure, harmony, instruments, rhythm, texture), instruments of the orchestra and sequence. Beyonce/ Arpeggios/ Vocal range/ Pitch
Key assessments	Performance Assessment: Halo by Beyonce Theory Assessment: End of Year
EDSM	E - basic skills on instrument or vocal and basic knowledge of keywords / D - developing skills on instrument or voice and ability to use keywords with some accuracy in full sentences / S - competent skills are demonstrated on instrument or vocals and good knowledge of keywords and ability to use form accurate responses to questions using tier 2 vocabulary / M - advanced skills on instrument or voice and excellent use of all keywords and the ability to compare and contrast with other styles and genres using appropriate vocabulary and tier 2 vocabulary.