

	Term 1: Sept –Dec Content	Term 2: Jan-April Content	Term 3: April - July Content	Desired end of year outcomes
Year 7	<p><u>Focus: Autumn 1</u></p> <p>Exploring musical elements: Duration</p> <ul style="list-style-type: none"> Exploring the meaning of duration in various contexts. Listening to examples of music clearly demonstrating contrasts in duration. Exploring duration using hand-held percussion instruments. Investigating duration using the voice. Playing an independent musical part with a different duration and rhythm to somebody else: (students playing in 2 or 3 parts). Beginning to read basic rhythmic notation. <p><u>Focus: Autumn 2</u></p> <p>Introduction to part singing and rounds. Building vocal confidence and performing skills.</p> <ul style="list-style-type: none"> Learning how to use the voice expressively. Learning to sing in unison. Understanding the structure of a round. Singing a round as a whole class or in pairs or small groups. 	<p><u>Focus: Spring 1</u></p> <p>Exploring musical elements: Dynamics: Can I control an instrument to create dynamic interest both in a class group and independently? How does texture affect dynamics?</p> <ul style="list-style-type: none"> To become aware of the impact dynamic changes in music can have on the listener. To be able to control the dynamics on simple hand-held percussion. To be able to follow a crescendo and diminuendo lead by the teacher. To lead a class ensemble in the playing of crescendos and diminuendos. Being able to recognise and apply a wider range of dynamic markings. <p>Changing the dynamic interest of a song: what effect does this have?</p> <p><u>Focus Spring 2</u></p> <p>Exploring musical elements: Pitch Pitch will be explored through pentatonic scales and linked to Chinese music.</p> <ul style="list-style-type: none"> Understanding the concept of a scale and it's use. Exploring the degrees of a scale with emphasis on a pentatonic scale: CDEGA. Can I hear when notes are the same or different pitch. Understanding numbers (1 2 3 4 5) linked to pitch and intervals. 	<p><u>Focus: Summer 1</u></p> <p>Songs from around the world:</p> <ul style="list-style-type: none"> Singing songs in different languages. How does it feel to sing in a different language? Do I need to understand the language to improve my vocal performance? I can sing in unison and in rounds. I can begin to explore part singing and harmony. <p><u>Focus: Summer 2</u></p> <ul style="list-style-type: none"> I can explain what Program Music is (music that is created to reflect a particular story, event or emotion). I can explain how different instruments are used to create specific affects in music. I can make my own instrumental choices to represent specific sounds and moods. Appreciate the themes behind 'Vlatava'; a classical orchestral piece which represents the journey of a river. I can suggest why the composer has scored for specific instruments. Classes will also sing a series of songs describing the journey of a river. 	<p>To have a better understanding of how musical elements combine to create organised musical sound.</p> <p>To develop confidence in performance skills.</p> <p>To be able to appraise music and state preferences.</p>
				Key Contact Name & Email

Assessment	<ul style="list-style-type: none"> • Understand and use relevant musical vocabulary in context. • Engagement and confidence with the ability to appraise own work. • Practical performance: performing in small peer groups and as a whole class. 	<ul style="list-style-type: none"> • Using and applying key vocabulary in context. • Demonstrate an ability to both play with and lead peers in performance. • Understand how to improve own work and suggest dynamic changes. 	<ul style="list-style-type: none"> • Using key vocabulary in context. • Explain a composer's intent related to instrumentation, dynamic, textural and timbral choice. • I can identify a greater variety of orchestral instruments according to their specific timbre (sound). 	<p>Andrina Wright</p> <p>awright@glebe.bromley.sch.uk</p>
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