



| Year 7 Music Curriculum – 2024-2025 |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |                                                                                                                                                                                                                                                                                                                                                                                                                        |   |                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
|                                     | Autumn Term                                                                                                                                                                                                                                                                                                                                                                                                                                          |   | Spring Term                                                                                                                                                                                                                                                                                                                                                                                                            |   | Summer Term                                                                                                                                                                                                                                                                                                                                                                                                                     |   |
|                                     | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 2 | 1                                                                                                                                                                                                                                                                                                                                                                                                                      | 2 | 1                                                                                                                                                                                                                                                                                                                                                                                                                               | 2 |
|                                     | Depending on the group being taught, students may be on Project 1 or 2 due to resources, performance spaces and staffing. Each project refines and consolidates fundamental skills and knowledge but with a different instrument as its focus; these are developed from the Autumn term to the Spring term.                                                                                                                                          |   |                                                                                                                                                                                                                                                                                                                                                                                                                        |   |                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |
| Key Concepts                        | <p><b>Music For Your Own Enjoyment</b></p> <p><b>Project 1 - Keyboard Skills/Musical Elements</b></p> <p>Introduction to the musical elements (melody, harmony, structure, tempo, dynamics, rhythm, texture, pitch, timbre and structure)</p> <p>Development of keyboard skills. Finger placement and correct technique. How to read the notes on the keyboard and how to plug in/correctly set up the keyboard. Safe use/health and safety etc.</p> |   | <p><b>Music For The People Around You</b></p> <p><b>Project 2 - Band Skills</b></p> <p>Introduction to the term riff and general background on the blues and development of music from blues (rock n roll, rock and punk).</p> <p>How to read tab, keyboard and drum notation and components of the drum kit/ history of the guitar.</p> <p>Simple ensemble performance skills based on engaging songs. Developing</p> |   | <p><b>Music As A Way To Communicate</b></p> <p><b>Project 3 - Voice Skills</b></p> <p>Using the voice as an instrument. Some key terms such as melisma and syllabic. Concept of solo/duet/ensemble work.</p> <p>Key skills on the ukulele alongside singing - all class performing singing and playing ukulele.</p> <p>Introduction to Musical Theatre - concepts of storytelling and ensemble singing. Class performances.</p> |   |



|                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                         |  |
|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                                                                                                                  | Reading notation (treble clef and durations). Looking at beginner chords and melody, block chords and arpeggios, riffs and hooks.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | rhythm and accuracy on the bass guitar, guitar, drums and keyboards.                                                                                                                                                                                                                    |  |
| <b>Knowledge &amp; Understanding</b><br><b>(National Curriculum)</b><br><i>Skills are across the whole year.</i> | Students know and understand how to: <ul style="list-style-type: none"> <li>• be able to play and perform confidently in a range of solo and ensemble contexts using their voice, beginning to play the keyboard, drums, guitar &amp; ukulele fluently and with accuracy and expression.</li> <li>• be able to improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.</li> <li>• use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.</li> <li>• identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.</li> <li>• listen with increasing discrimination to a wide range of music from great composers and musicians.</li> <li>• how to develop a deepening understanding of the music that they perform and to which they listen, and its history.</li> </ul> |                                                                                                                                                                                                                                                                                         |  |
| <b>Skills</b>                                                                                                    | <b>R</b> <i>Develop</i> <b>RESILIENCE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | ★ <i>Completing a practical piece of practice, making a mistake, listening to how to put it right and re-completing the task.</i><br><br>★ <i>Developing work over an extended period of time to improve skills.</i><br><br>★ <i>Take responsibility and ownership over behaviours.</i> |  |
|                                                                                                                  | <b>A</b> <i>Possess</i> <b>AMBITION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ★ <i>Striving to produce work that is at target or above.</i><br><br>★ <i>Green pen for growth work carried out exceptionally well.</i><br><br>★ <i>Believing and working now to achieve your desired quality of life.</i>                                                              |  |



|  |                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | I Demonstrate <b>INTEGRITY</b> | <ul style="list-style-type: none"> <li>★ Understanding that staff should not be questioned when they are giving you instructions in order for you to learn.</li> <li>★ Have all of the correct equipment so that you can start your learning promptly.</li> <li>★ Taking responsibility for musical equipment to ensure it is in a good condition for all users.</li> </ul>                                                                                                                                                              |
|  | S Embed <b>Self-Discovery</b>  | <ul style="list-style-type: none"> <li>★ Embrace and share your strengths with others, allow this to help you to improve .</li> <li>★ Allow yourself to explore music outside of school by listening to a variety of different musical genres.</li> <li>★ Engage in the extra curricular activities on offer in order to develop your skills and passions in a musical instrument.</li> </ul>                                                                                                                                            |
|  | E Display <b>EMPATHY</b>       | <ul style="list-style-type: none"> <li>★ Involve yourself in peer feedback and allow yourself to learn from what others have to say - be positive and supportive when listening to each other's musical works.</li> <li>★ Always be helpful towards others and support the teacher with tasks when asked, especially in terms of musical instruments and their safe and appropriate use. .</li> <li>★ Everyone is different, be aware of our diversity and remember this allows us to grow and learn. Be kind to one another.</li> </ul> |



|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Curriculum Links</b>          | Links from Primary School - An Audit of primary link music curriculum's show a wide range of musical theory, performance and practice had been taught, as such Project 1 is a building block to ensure that all students at Boldon have the same foundation knowledge to begin our KS3 curriculum. The musical elements and reading notation is central to this progression. Lessons are carefully tailored to ensure that students who have a deeper knowledge can progress and work at a different stage through the use of differentiated tasks.                                                                                                                                                                              | Each project ensures that the 4 elements of the National curriculum, performance, composition, listening and theory are covered. Project 2 continues this and introduces new instruments, the guitar and drums as well as singing and keyboards. The theory from project 1 is embedded and retrieval practice is constantly needed to ensure success as well as adding more musical theory in the form of riff. | Each project ensures that the 4 elements of the National curriculum, performance, composition, listening and theory are covered. Project 3 continues this and introduces the ukulele as well as the voice. The theory from project 1 & 2 are used in retrieval practice to embed the knowledge while looking at melisma and syllabics. |
| <b>Assessment</b>                | Performance assessment based on keyboard duets and home learning on the musical elements/treble clef notation/listening and appraising. Holistic work from this term will also be considered.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Performance of Seven Nation Army in ensemble and home learning based on the history of the guitar. Holistic work from this term will also be considered.                                                                                                                                                                                                                                                        | Performance based on group choice either on the ukulele or a piece of musical theatre plus home learning based on the history of musical theatre. Holistic work from this term will also be considered.                                                                                                                                |
| <b>Aspirations &amp; Careers</b> | <ul style="list-style-type: none"> <li>Careers in music such as being a performer at different levels, working technically, freelance and health related musical work is discussed regularly with students.</li> <li>The life and careers of musicians are investigated throughout the 3 projects.</li> <li>Students are encouraged to play instruments outside the lesson for their open enjoyment.</li> <li>Students are reminded that music can take you places you have never been and meet new people.</li> <li>Students are taught about how music can help to keep a myriad of brain pathways and networks strong that are involved in well-being, learning cognitive function, quality of life and happiness.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                        |



- |  |                                                                                                                                                |
|--|------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>• College courses and degrees in music are discussed through staff's own personal experiences.</li></ul> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------|