Music

Music Intent	Year 7

The Performing Arts department aims to deliver outstanding lessons that promote confidence, creativity, teamwork, and communication skills. We pride ourselves on promoting the school's ethos of 'believe and achieve' and aim to develop pupils' resilience. As well as focusing on these key life skills, pupils will also develop specialised skills within each discipline of: dance, drama, and music. These skills are mastered through a personalised learning approach for all pupils and a number of performance opportunities the department has to offer.

The Music department aims to deliver a curriculum that enables pupils to experience a wide range of styles of music, and their links to Culture. Pupils can develop their keyboard skills leading to better application of Music technology and production skills. Pupils are encouraged to attend Music clubs to extend their learning outside the classroom, and those interested in learning an instrument can be facilitated with additional music lessons on their chosen instrument. This is encouraged to enable students to access more easily Key Stage 4 music courses, additional music qualifications and post-16 courses in Music and the Performing arts.

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Term 1 and Term 2 Topic/Theme/Enquiry	**Introduction to keyboard skills**

Big Picture
What are the main ideas and big questions in this topic?

This unit introduces pupils to basic keyboard skills. Pupils will develop an ability to identify notes on the keyboard, notes on the stave, and being able to perform basic melodies.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

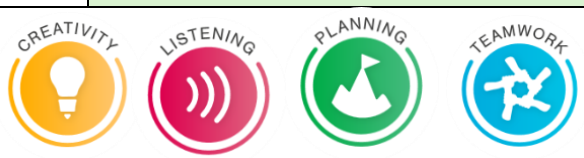
Pupils will develop a number of key music skills:

- Rhythmic performance skills
- Reading notation
- Basic rhythmic skills
- Basic keyboard skills
- Music theory knowledge
- Music listening skills

Music

Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	Pitch Up *How will we challenge ourselves?*
Students will have learned some basic music performance skills at KS2.	Pupils will have the opportunity to extend their keyboard playing skills through multiple extension activities linked to the piece being played. This will involve adding additional parts through recording and also attempting harder versions of the set piece which will include playing with both hands and attempting more complex versions of the song. Teachers will have high expectations of pupils and will be pushing their practical skills to reach their full potential. All schemes of learning are designed to ensure pupils gain a practical knowledge of a range of key skills and key terminology, also ensuring that they are able to apply these in different contexts and genres. Pupils have the opportunity to take part in the School of Excellence programme, through which their skills will be developed even further.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
Pupils will develop and use these basic keyboard skills in all units in music. They will need to be able to identify and play basic keyboard notes. Pupils will also need to have a basic understanding and ability of reading musical notation, and be able to identify the correct notes on the keyboard	Pupils will explore how music originated and how music has evolved over time. They will learn to appreciate the history of music and how it has developed into the wider context of what we understand music to be in today's society. https://www.youtube.com/watch?v=R0JKCYZ8hng

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?



Through understanding and exploring different cultures and context of where music originated, these schemes of learning allow pupils to broaden their minds. Pupils are encouraged to understand and appreciate the perspective of others through the medium of music.
The music curriculum plays a significant role in supporting social, emotional, and mental health (SEMH) by giving students a powerful outlet for expressing feelings and managing emotions. Creating, performing, and listening to music can help reduce stress, boost mood, and build self-esteem. Working together in ensembles or bands fosters a sense of belonging, teamwork,

and empathy, while developing discipline and focus. Music offers students a safe space to explore their identity and connect with others, making it a valuable tool for enhancing well-being and resilience both in school and beyond.
The music curriculum provides a strong pathway into careers within the music and creative industries, including roles such as performer, composer, music producer, sound engineer, teacher, or music therapist. Beyond these specific careers, studying music develops valuable skills like discipline, creativity, teamwork, communication, and problem-solving, which are highly sought after in many professions. Whether students choose to work in the arts, education, media, technology, or business, the confidence, focus, and collaborative skills gained through music prepare them for success in a wide range of career paths.

Resources
What books, websites, videos and materials will support our learning?

Assessment
How will we show what we know, remember and can apply?

https://www.youtube.com/@WouterBruinsma

https://www.youtube.com/@PianoTutorialEasy

https://www.youtube.com/@becomeapianosuperhuman6765

In Key Stage 3, pupils learn a broad spectrum of Performing Arts skills. The schemes of work delivered are aimed to progress pupils' knowledge and understanding, as well as building four key life skills: confidence, creativity, teamwork, and communication skills.

Pupils will be formatively assessed in all lesson against the lesson outcome grading criteria.

Pupils will have a formal summative assessment at the end of each unit, three times a year, in line with the school's data drops.

- Pupils in music will explore 4 areas: Performance, Composition, Listening, and Music Theory.
- Performance and Composition will be assessed through the completion of project work linked to important genres of music. This work is posted on the pupils' teams page along with their performance recording and composition and all their assessment reflections.
- Listening and music theory is assessed through Microsoft forms tests and assesses multiple genres of music throughout KS3.

Term 3 and 4 Topic/Theme/Enquiry		**Musical Riffs (Ostinato)**

Big Picture
What are the main ideas and big questions in this topic?

This unit introduces pupils to RIFFS. Pupils will continue to expand on their keyboard skills when learning to play RIFFS while also building a foundation of knowledge about how RIFFS are central to most types of music.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Pupils will develop a number of key music skills:

- Piano skills
- Playing and recording performances of RIFFS
- Reading basic notation
- Basic composition skills
- Performance skills (piano)
- Music theory knowledge
- Music listening skills
- Production skills (Logic Pro)

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Pupils will use their basic keyboard skills to explore playing highly rhythmic patterns of sound. Pupils will use their developing keyboard skills to explore creating simple musical ideas that use repetition.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Pupils who complete the recording of Riffs quickly will be encouraged and supported to play the riffs on a different instrument (guitar, bass, ukulele, etc...).
Pupils who achieved the basic outcomes will be supported to write and record their own riff compositions.
Pupils who achieve this will be supported to create and record their own drum beats to accompany their riff composition.

Wider Framework
How does this learning connect to future topics and bigger goals?

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Pupils will develop these skills moving forward in all aspects of their music lessons this will be specifically linked to year 8 when they are looking at composing and creating their own original piece of music and looking for that to be rhythmic and catchy. This also directly links to component 1 in BTEC music practice, in which pupils have to develop their own piece of music.	https://www.youtube.com/watch?v=0VksrMqE_4c https://www.youtube.com/watch?v=0J2QdDbelmY&list=RD0J2QdDbelmY&start_radio=1 https://www.youtube.com/watch?v=rY0WxgSXdEE&list=RDrY0WxgSXdEE&start_radio=1

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

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Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
https://www.youtube.com/watch?v=0VksrMqE_4c https://www.youtube.com/watch?v=0J2QdDbelmY&list=RD0J2QdDbelmY&start_radio=1	Pupils will be assessed with a theory test (notes on the treble clef) - 30 marks Pupils will be assessed on their recorded riffs – 20 marks

https://www.youtube.com/watch?v=rY0WxgSXdEE&list=RDrY0WxgSXdEE&start_radio=1 https://www.musictheory.net/exercises/note	

Term 5 and 6 Topic/Theme/Enquiry		**Exploring Popular Music**

Big Picture
What are the main ideas and big questions in this topic?

This unit introduces pupils to pop music. Pupils will begin to compose their own music when recording a cover version of a song. This unit will explore the world of pop culture and allow pupils to develop an understanding of singing and keyboard skills.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Pupils will develop a number of key music skills:

- Piano skills
- Recording a cover version of a song.
- Reading basic notation
- Basic composition skills
- Performance skills (piano)
- Music theory knowledge
- Music listening skills
- Production skills (Logic Pro)

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Pupils have learned how to identify the notes on the keyboard.
Pupils have learned how to identify notes on the Stave.
Pupils have learned how to perform rhythmic patterns
Pupils have learned how to listen and understand different styles of music and where they came from.

Pitch it up
What have we already learned that will help us with this topic?

Pupils will be encouraged to explore a wider range of musical styles that use ostinato as the main source of inspiration.

Teachers will have high expectations of pupils and will be pushing their practical skills to reach their full potential. All schemes of learning are designed to ensure pupils gain a practical knowledge of a range of key skills

	and key terminology, also ensuring that they are able to apply these in different contexts and genres. Pupils have the opportunity to take part in the School of Excellence programme, through which their skills will be developed even further.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Wider Framework** *How does this learning connect to future topics and bigger goals?*
Musical riffs are a foundation to creating and composing music. The use of riffs allows pupils the ability to compose in a simple but effective way.	https://www.youtube.com/watch?v=0VksrMqE_4c https://www.youtube.com/watch?v=0J2QdDbelmY&list=RD0J2QdDbelmY&start_radio=1 https://www.youtube.com/watch?v=rY0WxgSXdEE&list=RDrY0WxgSXdEE&start_radio=1 https://www.musictheory.net/exercises/note

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https://www.youtube.com/@WouterBruinsma **https://www.youtube.com/@PianoTutorialEasy** **https://www.youtube.com/@becomeapianosuperhuman6765**		Music theory test (30 marks) Practical music assessment (20 marks)	