

Year 7 Music

Based on the SAIL format of four projects running for ten weeks, the projects reinforce past musical experience whilst developing the core skills required by young musicians, all of which develop towards the areas of performance, composition, and appraisal that form the GCSE syllabus. Students are encouraged to take creative risks and to pursue independent approaches and ideas. A range of instruments are used throughout the year, including piano/keyboard, ukulele, djembe, and boomwhackers, along with online composition platforms to enable students to create their own music. Learning is enhanced by discussion, group work, sharing opinions to inform ideas. All assessment and feedback is completed aurally/verbally, recorded and tracked securely in iDoceo.

Methods of deepening and securing knowledge:

Spaced learning	Throughout the year, as skills are introduced, they are regularly revisited and further developed to improve their application and presentation.
Elaboration	Through the process of practical exploration, students constantly extend and elaborate on new skills and concepts.
Concrete examples	Clear examples are regularly used to consolidate understanding, with their use as stimulus, during development, or as examples of good practice.

	Theme 1	Theme 2
Topic(s)	<p>Who Are We? - Musicians</p> <p>A Cappella and vocal technique. Introduction to rhythmic notation. Introduction to melodic notation. Introduction to harmony.</p>	<p>Global Citizens</p> <p>Balinese and Javanese Gamelan. Malinese (West African) Drumming.</p>
Assessment	<p>Baseline assessment. Class performance of a 4-part A Cappella. Group polyrhythmic composition. Individual melody reading and performance assessment.</p>	<p>Group performance of a traditional Gamelan. Group composition in the Gamelan style. Individual/pair composition in the Gamelan style. Group composition in the Malinese drumming style.</p>

CEIAG (<i>Careers that are linked to that topic</i>)	Performer. Composer. Music analyst. Music teacher. Instrumental teacher. Conductor/director. Backing singer. Chorister.	Performer. Composer. Music analyst. Music teacher. Instrumental teacher. Conductor/director. Musical therapist Music journalist.
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	Theme 3	Theme 4
Topic(s)	Who Has The Power? Extended performance of 3 songs for the celebration concert. Musical elements - dynamics and texture. Graphic scores.	Festivals Tyagaraja Aradhana (Indian classical music). Mardi Gras (New Orleans brass band music). Day of the Dead (Mexican mariachi music). Great British Folk Festival (British folk music). Chinese New Year (traditional Chinese music). Carnival de Rio de Janeiro (Brazilian samba music).
Assessment	Celebration concert to parents. Planets composition.	Weekly performance tasks in most genres. Chinese and Samba style composition work (pair and group respectively).
CEIAG (<i>Careers that are linked to that topic</i>)	Performer. Composer. Sound engineer. Music analyst. Music producer. Music teacher. Instrumental teacher. Conductor/director. Music publisher. Social influencer (blog/vlog). Chorister.	Sound engineer. Music analyst. Music producer. Music teacher. Instrumental teacher. Promoter. Music publisher. Artists and Relations (A&R). Musical therapist. Music journalist. Tour manager.

Independent Study

In Year 7, independent study is designed to reflect on the students' practical work and consolidate their understanding of key terms. Independent study is likely to include listening and appraising and individual performance technique practice.

