



Year 7 Music

Subject Leader: Mrs Vicky Chamberlain

We believe that all students should access a wide range of high-quality practical music making, regardless of their experience.

Topics to be covered in Year 7

	Term 1	Term 2	Term 3
Topics to be covered	Rhythm and Melody	Using Music Technology	Structure: Ground Bass
Key vocabulary	Crotchet, quaver, minim, semibreve, dynamics words, sonority words (string family), harmony words, chord, major.	Rhythm, syncopation, metre, ostinato. All key vocab from pervious term.	Ground bass, melody words (see below), harmony, chord and cadence as well as revisiting rhythm and dynamics vocab from previous term.
Skills to be developed	Rhythm and Melody: Introduction to rhythm and pitch notation treble clef C-G. Keyboard skills using notation and improvisation. Listening to orchestral repertoire, identifying instrumental families and dynamics.	Using Music Technology: Revising notation and extending pitch notation . Exploring syncopated rhythms, metre, ostinato and identifying parts of the drum kit. Listening to dance music repertoire. Revisiting and building on keyboard skills to record in parts. Learn simple functions of Soundtrap.	Structure: Developing understanding of how structure is used to organise music. Identifying ground bass, key terms to describe melody (conjunct, major scale, repetition, sequence) and harmony (chord, cadence). Listening to repertoire that uses a ground bass. Working as a small ensemble on a performance that uses ground bass.
Opportunities for revisiting previous learning	Revisiting notation and clapping rhythms revisited every lesson throughout unit. Using rhythm notation as well as pitch notation later in the term. Revising key terms in quick quizzes.	Revisit rhythm and pitch notation throughout by using quizzes/starter activities and reading of notation to play parts into Soundtrap. Quick quizzes on definitions of vocab and identification of these in music.	Revisit pitch and rhythm notation by reading parts for performance. Quick quizzes on definitions of vocab and identification of these in music.
When will formal assessment of progress take place?	Keyboard performance assessment at the end of the unit. Theory test midway through unit.	Sequenced performance will be assessed at the end of the unit.	Performance to be assessed at the end of the unit.

Year 7 Useful Resources

Website Links:

School VLE - <https://sites.google.com/gilberd.com/vle/home>

<https://www.bbc.co.uk/bitesize/examspecs/zfww7nb>

<https://portal.focusonsound.com>

Marking, Assessment and Feedback

Over the course of an academic year students will complete three formal assessments, these will be used to assess where students are in their learning journey.

During lessons, we will evaluate students' learning through a range of activities including quizzes, class discussions, detailed questioning and other strategies. Through this, students will know where they are in their learning journey and what they need to do next to make further progress. Information on flight paths is held in student booklets and students will be encouraged to reflect on their work.

Teachers will continue to provide planned written feedback on selected pieces of work.

Homework

Homework will be set using the online platform Go 4 Schools.

Homework tasks are designed to prepare students for future learning or consolidate work completed in the classroom. It will be clear what should be handed in, when it should be handed in and how it should be handed in.

Contact Information:

If you would like to contact the Music Department please email: music@gilberd.com.

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