

- INTENT-**
- To introduce students to the study of Performing Arts
  - To develop skills in creating, performing and responding in Music throughout the range of topics studied and assessment tasks.
  - To explore different topics which engage and allow students to express themselves and develop confidence to share and perform in front of their peers.
  - Develop knowledge and understanding of the building blocks of Music.

**The bigger picture:**  
**Link to Mathematics:** Through exploring rhythm, timing, note values.  
**Links to Geography:** Students will undertake workshops in World music looking at other cultures and instruments used around the world.

**Bilton School Planning for Progress over Time**  
**Year 7 Music**  
**Programme of Study**

- Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other devices
- Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.
- Listen with increasing discrimination to a range of music from composers and musicians
- Develop a understanding of the music that they perform and listen to, and its history.

		Topic 1 Introduction to Music Elements/ Music Genres							Topic 2 I got Rhythm (Exploring Rhythm and Pulse)							Topic 3 Keyboard Skills (Learn an instrument)							Topic 4 Ukelele Skills (Learn an instrument)							Topic 5 Finding your Voice (Introduction to Singing)							Topic 6 Introduction to World Music Workshops					
KS3		1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6
Year 7		Introduction To Music – Expectations/ Musical Elements	Musical Elements	Musical Elements and Percussion	Musical Genres - POP	Musical Genres – ROCK FAR MARKING	Black History Month	Musical Elements – Understanding and Knowledge	DIRT Time for books/ Feedback and Introduction to I got Rhythm	Exploring Rhythm Grid Notation – “ Pulse Piece/ Sevens”	Exploring Polyrythms and Ostinatos	Rhythms of the Underground	K and O Test 1 FAR MARKING	Performance Week	Summative assessment feedback and addressing misconceptions.	Exploring the Keyboard	Exploring Finger Pattern/ Scales	Exploring Keys: Treble Clef, Sharps and Flats	Independent practice in preparation for a performance	Independent practice in preparation for a performance	Practice and Refine week	Performance Week – summative assessment	Feedback from Keyboard Unit/ Introduction to Ukelele	Getting ready to play the Ukelele	Learn key chords to play a two chord Jam	Learn key chords to play a three chord Jam	Recreate: Songs with two and three chord patterns/ intro to fourth chord	Practice two/ three and fourth chord jams and songs	Performance Week	Feedback and Folder Week/ Introduction to Finding your voice	Warm Ups/4 chord songs/ Mash Ups	Learning a song as a whole class – two/ three parts	Learning a song as a whole class – two/ three parts	Rehearsal and Performance	Knowledge and Understanding Assessment	Feedback Week	World Music Introduction	Workshop 1	Workshop 2	Workshop 3	Workshop 4	Workshop 5
<b>Progress and assessment</b>	<ul style="list-style-type: none"> <li>Each topic is delivered through practical lessons and an accompanying booklet which features a range of knowledge and understanding activities to consolidate student knowledge.</li> <li>Each topic includes one point of FAR marking (Teacher feedback, Action and Student Response) and a Summative Assessment either in the form of a Practical Performance or Written Assessment.</li> <li>Students are given verbal feedback through the topic to help develop their individual progress.</li> <li>Students progress is recorded through scores against key skills in the topic and also through how they score in written assessments this creates an average for each topic so we can monitor progress in both understanding and practical application.</li> </ul>																																									
<b>Home work</b>	Students are encouraged to attend extra-curricular clubs as part of developing their practical skills and challenges are also set to further develop understanding of the topic they are completing.																																									
<b>Key Vocabulary/</b>	Key Vocabulary is developed through student booklets and then application of key vocabulary in lessons. Revise in 5 Tasks GUIDED READING ACTIVITES IN LESSONS Tier 2 tier 3 words on PPT Knowledge and Understanding Quizzes Definitions Verbal Reflections																																									
<b>Connect d knowledge</b>	<b>C&amp;C – Society</b> – Students develop a range of transferable skills such as teamwork, communication, leadership, self-discipline and time management. See below for a breakdown of connected knowledge.																																									

**IMPLEMENTATION**

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| <b>Spiritual, Moral, Social and cultural.</b> | <ul style="list-style-type: none"> <li>Students develop a range of transferable skills such as teamwork, communication, leadership, self-discipline and time management.</li> <li>Development of a respectful and safe culture within the music room and practice spaces – being respectful and kind to our peers and resilient when working in small groups.</li> <li>Considering what makes us feel part of a community and what makes us stand out (in regards to musical genres and styles from around the world)</li> <li>Through the range of topics studied, students explore contemporary issues relating to society and tolerance through different pieces of music and lyrics.</li> </ul> |
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<b>British Values</b>	<ul style="list-style-type: none"> <li>• Respect and Sensitivity towards others – avoiding stereotypes and ensuring students have access to a range of artists that represent our society.</li> <li>• Clear expectations of individuals and how to work and collaborate with others through mutual respect.</li> <li>• Understanding and acknowledgement of different attitudes, opinions and social backgrounds and how that may influence viewpoints.</li> <li>• Taking responsibility for your own actions and understanding that your behaviour affects others.</li> <li>• Creating a tolerance of different faiths and beliefs through exploring a range of themes linked to British society.</li> </ul>	
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>• Students develop empathy for others and learn how to communicate and work with other people</li> <li>• Encouraging students to share their own experiences and empathise with others to develop an understanding of different life styles and life chances.</li> <li>• Understand how social context can influence personal circumstances and being respectful and empathetic to others in different situations.</li> </ul>	
	<p><b>By the end of Year 7 Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• <b>Know and understand what musical elements are.</b></li> <li>• <b>Demonstrate a range of technical skills in music</b></li> <li>• <b>Evaluate their own application of skills</b></li> <li>• <b>Analyse professional artists work and music production</b></li> </ul>	<p><b>They will be able to do this by;</b></p> <ul style="list-style-type: none"> <li>• <b>Completing retrieval and do it now tasks correctly</b></li> <li>• <b>Practically using a range of skills to create their own work</b></li> <li>• <b>Performing work in front of their peers and teacher</b></li> <li>• <b>Demonstrating verbally and through written tasks self reflection</b></li> <li>• <b>Showing knowledge and understanding through written tasks linked to the piece of theatre</b></li> </ul>