



# Year 7 Music



What have students at St. Crispin's been taught to understand and be able to do?

## Core Knowledge

### Musical context

Cultural and historical understanding of musical styles studied during the year, with particular reference to appropriate musical works which 'typify' the genre.

### Dynamics & Articulation

Fundamentals of dynamics (loud and soft)  
Articulation overview  
Dynamic and articulation notation as appropriate to the programme of study.

### Rhythm, Tempo & Metre

Fundamentals of rhythm, tempo (including relevant terms), and metre (duple/triple time)  
Rhythm elements: Semibreve, minim, crotchet, quaver, semiquaver, crotchet rest, dotted rhythm variants, swing  
Rhythmic notation, tempo markings and metrical notation as appropriate to the programme of study.

### Structure & Form

Fundamentals of structure and form  
12 bar blues  
Music of dance forms (Waltz, Tango, Disco)  
Melodic variations  
Structural notation as appropriate to the programme of study.

### Melody

Fundamentals of melody  
Melodic movement: Ascending/descending, step/leap  
The scale: Diatonic/Blues scales  
Interval overview  
Melodic improvisation in the Blues style  
Deriving melody from chord structures  
Passing notes and auxiliaries  
Melody as a basis for variation  
Melodic intervals  
Melodic notation as appropriate to the programme of study.

## Core Skills

### Instrumental performance skills

Approach to the keyboard (and/or other instruments as appropriate to the area of study) including correct address, principles and musical application of relevant techniques, and progression across the topic/year  
Performance skills focus on aspects of technical and musical control relevant to the context of the music and individual performance standard.

### Aural skills

Applying theoretical knowledge through focused listening and identification of musical elements appropriate to areas of study.

### Compositional skills

Applying theoretical knowledge through creation of musical ideas and manipulation of musical elements appropriate to areas of study.

### General musicianship

Developing musical awareness through a range of ensemble performance opportunities (vocal and/or instrumental)  
Making judgements with regard to the characteristics of musical styles appropriate to areas of study  
Responding appropriately to musical notation relevant to the programme of study.



## Year 7 Music continued



What have students at St. Crispin's been taught to understand and be able to do?

### Core Knowledge continued

#### Instrumentation & Timbre/Sonority

Fundamentals of pitch and register, with particular reference to keyboard layout  
Overview of acoustic and electronic instruments and techniques appropriate to the programme of study  
Instrumental notation as appropriate to the programme of study.

#### Texture

Fundamentals of texture  
Call & response  
Melody & accompaniment  
Broken chords  
Textural notation as appropriate to the programme of study.

#### Harmony & Tonality

Fundamentals of harmony and tonality (diatonic)  
Major and minor chords  
Tonal and harmonic notation as appropriate to the programme of study.

### How has learning been assessed?

Continuous application of formative assessment.

Students have opportunities throughout the year to share their work in class time (and other contexts), often as a summative culmination of a unit of work.

Application of summative measures used in the wider context of musical learning (formative use of summative assessment) throughout the POS.

### What is coming up in the following year?

Knowledge and practical skills-based learning from this year become further embedded and augmented during Year 8 through continued exploration of musical elements in the three areas of listening, performing and composing.