



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.