

Curriculum Core Knowledge Plan

Subject : Music

Year group: Year 7

Date: September 2024

- **Key Focus: Helping the Year 7's settle into the music curriculum more effectively helping them develop core skill and routines used in music over the first half term. This will include introducing rhythm notation as the first unit, making use of recall practise, and interleaving to help build their listening skills in a more explicit way, and using whole class rehearsals initially to help students develop independent routines for rehearsal going into year 8 at the end of the year. There is also a focus in the wider curriculum on developing musical literacy to a higher standard.**

Term/Unit	Core Knowledge	How is this linked to the Department Priorities?	Core Vocabulary	Prior Knowledge	Links To Walney Ways/Other Values
Autumn 1 Body Percussion	Listening • Students will build on their knowledge of rhythm and tempo and texture. • Students will start to learn about	• Introducing rhythm notation from the first unit to help students build strong	Rhythm Polyrhythm Tempo Crotchet Quaver Minim	Students may have very little or no previous knowledge of rhythm and notation, this will	Walney Ways Resilient: Building independent use of notation. Self-Motivated:

	specific textures, and how they are used to change the feel of a piece of music. Performance • Students will have rehearsal routines scaffolded to help them in the preparation of their body percussion performances. • Students will perform in groups, focusing on their rehearsal skills. • Students will also be developing their on stage communication skills. Composition	core musical literacy skills. • Using whole class rehearsal routines to help students settle into the expectations and routines required in music. • Building a culture of performance in the school.	Semi- Breve Semi - Quaver Time Signature Body Percussion	allow students to start to develop their musical literacy skills and begin to gain a deeper understanding of rhythm and it's importance to music.	More opportunity to work independently in groups Communicative: Working on group compositions. Self-Aware: Developing their contributions to group work, and carving out a role for themselves in their group performance. National Plan for Music Education Students will be able to sing or play with sufficient control to be able to perform or compose with purpose,
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	● Students will develop their understanding of rhythm notation, using this both perform body percussion pieces as a class, but also to compose their own pieces. ● Students will explore the use of different rhythms and polyrhythms to build on their composition skills. ● Students will look at how the wider elements can then be used to build on their compositions.				
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Autumn 2 Instrument s of the Orchestra/ Keyboard skills	Listening: - Students will learn about the elements of music, (Rhythm, Tempo, Pitch, Dynamics, Texture, Timbre/Instrumentation, Structure) exploring instruments of the Orchestra. Performance: - Students will develop their keyboard skills. - Students will learn to perform as a group, working both as a whole class and in smaller groups. Composition: - Students will be introduced to	- Developing musical literacy, and using interleaving to embed musical skills. - Assess the effectiveness of newly introduced feedback techniques in helping students develop as musicians. - Building a culture of performance	Musical Elements Texture Pitch Timbre Dynamics Instrumentation Rhythm Tempo Musical Notation Treble Clef Staff Bar Crotchet Quaver Minim	Students are now starting to developing an understanding of how pitch and rhythm are connected, they are learning to recognise this aurally and demonstrate this in their composition and performance . They will also begin to explore the elements of	Walney Ways: Curious - Exploration of different types of music. Communicative - Learning to use music to communicate. Wider Thinking - How and why we use music the way we do. National Plan for Music Education: Promoting a Broad Musical culture. Potential to provide opportunity for a live performance.
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	traditional written notation, and begin reading, and will both write and play from this. Students will learn to use texture to compose a piece of music on the keyboards, and then use notation to record their work.	ce in the school.		music and how they impact the feel of a piece of music.	Students will have the opportunity to perform with connection and co-ordination when making music with others. Will learn to use a system, e.g. staff notation or tab, to learn and perform music appropriate to the instrument and musical style. Will develop knowledge of Western classical music and music from a range of musical traditions and understand some of the context that
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					brought the music to being.
Spring 1: Traditional Chinese Music	Listening Students will start to explore how the elements of music are used to express different ideas in music. Students will learn about programme music and how it shapes what we hear in music. Performance Students will create a piece in the traditional Chinese style, and perform these in groups.	- To include more composition based units earlier in the year. - Ensuring that Musical literacy is being used and reviewed regularly. - Building a culture of performance in the school.	Programme Music Pentatonic Scale Polyrhythm Pitch Tempo Rhythm Texture Timbre Dynamics Instruments Structure	Students are now being introduced to the idea of more formal composition skills, and will start to develop an understanding of how the elements are used to “tell stories” in music.	Walney Ways Wider Thinking: Exploring music from different cultures. Communicative: Using music to tell stories. Curious: Exploring how the elements can be used to create different moods and feelings in music. National Plan for Music Education Effective composing is supported by a developing

	● Students will develop dynamic control to reflect their stories in the music. ● Students will perform pieces with a set structure as a group. Composition ● Students will compose a piece of music with a set structure, built around a story. ● Students will use the elements in their music to tell a story in their music. ● Students will learn about and use the pentatonic scale				understanding of the building blocks of Music. Students can demonstrate knowledge of Western classical music and music from a range of musical traditions and understand some of the context that brought the music to being. Students can compose with purpose, expression and musical understanding.
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	to create their pieces. Students will use polyrhythms to build texture in their music.				
Spring 2: Line Rider	Listening Students will listen to a range of pieces and explore how melodic shaping is used in music to create feelings and emotions, as well as seeing what that looks like using written notation. Students will learn about how ascending descending and	Allowing students to build on their musical literacy skills effectively, ensuring enough scaffolding is in place to allow all students to access the	Melody Ascending Melodies Descending Melodies Arched Melodies Treble Clef Staff Bar	Students have covered all of the basic elements of reading treble clef notation and this unit aims to consolidate this knowledge, so students can write their compositions.	Walney Ways Communicative: Exploring expression through music Aspirational: Developing composition skills, and building musical literacy. Self Motivated: Using their previous knowledge of programme music to develop their

	arched melodies are used in famous compositions and analyse how this impact on the music they listen to. Performance Students will perform their line rider pieces on the keyboard, with the intention of recording, practising playing to a metronome, as well as reviewing how they use the elements to enhance their performance.	curriculum .	Time Signature Semi-Quaver Quaver Crotchet Minim Semi-Breve	This also builds on the work students did in the previous unit, linking their understanding of Chinese programme music with how music is created in the west.	understanding of western music. National Plan for Music Education Students can demonstrate knowledge of Western classical music and music from a range of musical traditions and understand some of the context that brought the music to being. Students can compose with purpose, expression, and musical understanding.
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	Composition Students will compose a piece in rondo form. Students will play a piece that includes an ascending melody, a descending melody and an arched melody. Students will use traditional western notation to write out their melodies.				Students can use a system, e.g. staff notation or tab, to learn and perform music appropriate to the instrument and musical style
Summer 1 Ukuleles	Listening Students will start to explore	Students are better able to	Ukuleles Chords	Having spent a large	Walney Ways

	structure and form in music. - Students will explore the instrumentation used in popular music. - Students may start to touch on the difference between major and minor keys. Performance - Students will learn to play chords on the Ukulele, and to read chord charts to aid their performance. - Students will perform in groups using the keyboards, ukuleles,	understand the progress they are making, and know what they need to do to progress further. Building a culture of performance in the school.	Band Texture Rhythm Tempo Timbre Structure Song Form Intro Verse Chorus Instrumental	amount of time looking at appraisal and composition skills this will be the students first purely performance based unit, this will allow students some time to focus solely on working on their performance skills having created effective rehearsal routines.	Resilient: Building performance/instrumental skills Communicative: Building performance skills in groups. Curious: Developing their performances using the elements of music. National plan for music education Creating opportunities for pupils to perform. Students will be able to perform with connection and co-ordination when making music with others.
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	percussion and voice. - Students will continue to develop and refine their rehearsal and performance skills. Composition - Students will begin to develop an understanding of what a chord is and how they are used in music. - Students will be able to explore how they use the elements to add a unique sound to their performance.				Building on vocal skills.
Summer 2 Acapella/	Listening Students will start to explore how	Students are consolidati	Acapella	By this point students should be	Walney Ways

Using a Daw	texture is used in popular music, and how it can be changed to change the feel of a piece of music. Students will start to explore how the elements are used in different styles and genres of music. Performance Students will use their voices to perform different songs as part of an acapella group. Students will use their voices/percussio	ng the knowledge gained over the year and should be showing more confidence at this point. ● Building a culture of performance at the school.	The Elements of Music Texture Melody Bassline Beat DAW Loops Synth Drum Machine Re-Mix	confident performing in front of each other and using their voices. They will also be confident using percussion. Students have explored the use of texture and melody so should be able to transfer this knowledge to a more modern context.	Curious: Students are exploring new ways of composing, and manipulating their music. Wider-Thinking: Students are applying the knowledge gained throughout the curriculum to a more independently driven project. National Plan for Music Education Using music technology as a key component in composing, production, and recording.
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	n to perform a cover of a popular song, exploring how they can use the elements to create a more effective performance. Students will perform their parts to a metronome, practising playing to a click/conductor. Composition Students will arrange their recordings using a DAW to create a re-mix of their acapella pieces,			Students have worked to a set beat/ metronome before.	Supporting and promoting access to composition tools outside of school (bandlab)
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	which contrasts with the original performance. Students will explore how texture can be used to build up and bring down a track. Students will explore how they can use the elements to make an effective track.				
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