<table>
<thead>
<tr>
<th>Subject: Music</th>
<th>Year Group: 7</th>
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</table>
| **Term 1 Key Focus/Topic(s):**  
Introduction to Keyboard  
- Treble clef  
- Rhythmic Notation – quaver, crotchet, minim, semibreve  
- Chords |  |
| **Term 2 Key Focus/Topic(s):**  
Introduction to Ukulele  
- Four chord pattern  
- Chord diagrams  
- Strumming patterns  
- Vocal tasks |  |
| **Term 3 Key Focus/Topic(s):**  
Exploring Voices  
- Musical leadership  
- Conducting 3 and 4 beats in a bar  
- Expressing tempo, timing, dynamics  
- Grid score composition |  |
| **Term 1 Assessment Opportunities:**  
Formal performance assessment in final week.  
Peer and self-assessment in class demonstrations each week.  
Verbal teacher feedback.  
Personalised target in booklet from teacher in week 3/4 of project (with MRI).  
Homework – SMHW (Show My Homework) quiz |  |
| **Term 2 Assessment Opportunities:**  
Formal performance assessment in final week.  
Peer and self-assessment in class demonstrations each week.  
Verbal teacher feedback.  
Personalised target in booklet from teacher in week 3/4 of project (with MRI).  
Homework – SMHW (Show My Homework) quiz |  |
| **Term 3 Assessment Opportunities:**  
Formal performance assessment in final week.  
Peer and self-assessment in class demonstrations each week.  
Verbal teacher feedback.  
Personalised target in booklet from teacher in week 3/4 of project (with MRI).  
Homework: Grid score - assessed in lesson and used for performances |  |
| **Term 4 Key Focus/Topic(s):**  
Blues  
- Walking bass  
- Chord progressions  
- Lyric writing  
- Historical context of blues and development into jazz and popular music genres |  |
| **Term 5 Key Focus/Topic(s):**  
Blues (continued)  
- Walking bass  
- Chord progressions  
- Lyric writing  
- Historical context of blues and development into jazz and popular music genres |  |
| **Term 6 Key Focus/Topic(s):**  
Samba  
- Cross rhythms  
- Semiquavers  
- Rhythmic movement and formation  
- Samba historical context |  |
| **Term 4 Assessment Opportunities:**  
Formal performance assessment in final week.  
Peer and self-assessment in class demonstrations each week.  
Verbal teacher feedback.  
Personalised target in booklet from teacher in week 3/4 of project (with MRI).  
Homework: Extended written essay from class notes and additional research |  |
| **Term 5 Assessment Opportunities:**  
Formal performance assessment in final week.  
Peer and self-assessment in class demonstrations each week.  
Verbal teacher feedback.  
Personalised target in booklet from teacher in week 3/4 of project (with MRI).  
Homework: Extended written essay from class notes and additional research |  |
| **Term 6 Assessment Opportunities:**  
Formal performance assessment in final week.  
Peer and self-assessment in class demonstrations each week.  
Verbal teacher feedback.  
Personalised target in booklet from teacher in week 3/4 of project (with MRI).  
Homework: Samba research project |  |
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<tr>
<th>Rationale:</th>
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<tbody>
<tr>
<td><strong>Unit 1</strong></td>
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<tr>
<td>• First time for many students playing keyboard (some will not have studied music before).</td>
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<tr>
<td>• Introduction to notes on a keyboard, simple note lengths and how to follow a single line of stave notation.</td>
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<tr>
<td>• Introduces some of the elements of music, with a particular focus on pitch, tempo and dynamics.</td>
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<tr>
<td><strong>Unit 2</strong></td>
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<tr>
<td>• First time for many students playing ukulele (some may have played briefly in primary, but possibly not for several years).</td>
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<tr>
<td>• Introduction to how to play chords, read chord diagrams, use strumming patterns and add vocals.</td>
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<tr>
<td>• Introduces some of the elements of music, with a particular focus on chords, rhythm and melody.</td>
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<td><strong>Unit 3</strong></td>
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<td>• Gives an insight into leadership within music and the role of a conductor</td>
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<tr>
<td>• Introduction to graphic score (picture notation).</td>
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<tr>
<td>• Introduces some of the elements of music, with a particular focus on tempo, time signature and dynamics.</td>
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<tr>
<td><strong>Unit 4</strong></td>
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<tr>
<td>• Explores the historical context and development of popular music styles</td>
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<tr>
<td>• Introduces the four bar blues sequence, walking bass and lyric writing</td>
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<tr>
<td>• Introduces some of the elements of music, with a particular focus on chords, chord progressions and melody</td>
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<tr>
<td><strong>Unit 5</strong></td>
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<tr>
<td>• Explores the historical context and development of popular music styles</td>
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<tr>
<td>• Introduces rhythmic cells and cross rhythm patterns performed on a range of drums and percussion</td>
</tr>
<tr>
<td>• Introduces some of the elements of music, with a particular focus on texture, rhythm and structure</td>
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<th>Evaluation:</th>
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<tr>
<td>• Through assessment (self, peer and teacher twice during project).</td>
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<tr>
<td>• Consolidation through homework</td>
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<tr>
<td>• Quality Assurance in school and in collaboration at music hub meetings</td>
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<td>• Student feedback</td>
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