

**WHAT ARE THE BIG AIMS OF YEAR 7?**

To introduce the three musical strands: Performing, Composing, Listening (appraising & responding)  
 To begin to develop a range of instrumental techniques and aural awareness  
 To gain experience of ensemble performance & performing to an audience  
 To begin to explore and apply the conventions of new and familiar genres and music styles

**WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 7?**

Students can play a chosen instrument with some accuracy of pitch, rhythm and a sense of style. They can also understand and apply music theory such as note value, pitch, rests and chords. They can employ both melody and harmony in their solo performances. They demonstrate a strong sense of rhythm and timing in their performances. They take on leadership roles in group work & performances and can mentor and peer-coach others, sharing musical knowledge and skills.

**WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?**

- Understanding of the basic musical elements
- The use of musical keywords/phrases to describe music
- Awareness and understanding of popular and world music genres & conventions:

Popular music, samba, Japanese traditional music, music technology

- Basic Rhythm notation: Names, symbols and values,
- Basic pitch notation: Treble clef
- Building chords and melody
- identification of musical instruments and ensembles
- use of composition techniques such as unison, ostinato, canon, solo

**WHAT SKILLS DO THE PUPILS NEED TO DEVELOP?**

- Introduction to instrumental performance & practice:  
Keyboard skills, ukulele, percussion, chosen instrument(s), voice
- Composing and arranging in popular genres & contexts
- Ensemble planning, rehearsal and performance through samba
- Reading and writing notation in the treble clef
- Research & active investigation into world music cultures
- Basic recording editing and arranging techniques using technology
- A sense of timing and rhythm
- Use of triad chords, riffs & melody

**WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?**

The difference between being able to practice instrument techniques with a vision to master them rather than just 'having a go'  
 That idea of playing rather than structured practise  
 The use of colloquial and informal language/prejudice/ personal opinions to describe music  
 Lack of exposure to musical genres, traditions and live performance  
 Feeling embarrassed when performing in front of classmates  
 That they will be able to work with their friends all the time  
 That they do not have to perform in front of an audience

**WHAT ASSESSMENTS WILL BE USED ACROSS THE YEAR TO DEMONSTRATE HOW THE PUPILS HAVE ACQUIRED THE KNOWLEDGE AND DEVELOPED THE SKILLS?**

Ensemble performance using the rhythms and conventions of samba, timing, structure, call and response

Rhythm notation

Creating percussion composition using different composition techniques such as unison, canon, ostinato, solo

Performance of a riff accurately

Performance of simple chord sequences accurately and in time

Performing with a sense of style

Reading treble clef notation to access performance

Performing melody and drone

Creating an arrangement of pre-existing chord sequences and riffs