

## Fairfield High School Curriculum Overview – Year 7

Subject	Music	Why do we study these units in Year 7?
Lessons per fortnight	2	<p>During Year 7, pupils arrive with a range of skills and experience so we start with a baseline assessment and from there build a foundation of necessary musical skills such as: rhythm work, understanding notation, performing as an ensemble and working towards mastery of an instrument. We encourage all pupils to take up learning a musical instrument (including electronic production and now traditional Islamic and Sikh drumming), with lessons being offered for free to PP and disadvantaged pupils as a way of ‘closing the gap’ and providing opportunities for these pupils. We also focus on ensemble singing with good posture and tone. We establish a safe and respectful environment within which pupils from all cultures and social backgrounds feel comfortable and encouraged to express themselves. Topics include: Classroom Orchestra, Singing, Creating a Pop Song, Music and Space (classical composition and links to GCSE responding to a stimulus), Samba and Stomp.</p>
Setting	Mixed in TG	

**Students are encouraged to be Responsible Global Citizens through activities/content on...**

Exploring music from British culture, and other cultures, writing and composing song lyrics that tackle social and global issues such as climate change and injustice / political issues etc. Pupils are exposed to a wide range of music and encouraged to discuss and explore issues such as racism, national identity and place in our multicultural society.

**We ensure all students experience high challenge in the subject by including...**

<p>Every task in every topic has three levels of challenge – pupils are rewarded for attempting work at a higher level of challenge. Pupils are invited to join school musical ensembles such as Choir, Orchestra and Jazz Band. Pupils are regularly given leadership opportunities within ensembles and class activities.</p>
<p><b>Literacy work this year includes...</b>          Each topic has associated key vocabulary that pupils learn and implement during class discussions and flipped learning tasks where pupils have to research them and complete keyword quizzes. Music literacy mats are displayed in classroom and practice rooms to enable and prompt pupils to internalise key vocabulary.</p>
<p><b>Innovation and Creativity opportunities this year include...</b>          Students are encouraged to think creatively and originally in producing their own songs and responding to composition stimuli similar to the GCSE requirements. Pupils are also frequently encouraged to improvise lyrics and melodies within defined musical structures thus exploring their ability to create within the moment.</p>
<p><b>Employability opportunities/skills covered this year are...</b>          Students learn about professional orchestras and ensembles (pop etc.) They are also invited to join our musical ensembles which develop key skills necessary for going on to further study. We arrange workshops with visiting professionals, again ensuring good representation of disadvantaged students</p>

Term	Unit title	Knowledge and Understanding/content	Skills	Assessment
1	Stomp! Junk Percussion	To learn to perform as part of a musical ensemble and understand music notation. Includes baseline assessment and body percussion.	Ensemble playing, rhythm and pulse, expressive performance, storyboarding and exploring narrative and comedic devices / audience participation.	End of topic performance / project folders (AfL)

2	Sing out	To understand the human voice and how it works – to develop a good open tone focussing on posture and technique (also keyboard skills).	Ensemble singing, creating a good open tone, posture and technique, writing lyrics, unison and harmony singing, keyboard and ukulele skills.	End of topic performance / project folders (AfL)
3	Classroom Orchestra	To develop the ability to use musical notation to perform classroom arrangements as part of a musical orchestral style ensemble (opportunities for pupils to perform on their instruments). <b>Links to Music GCSE – Ensemble Performance.</b>	Ensemble performance, timing, using musical notation, keyboard and tuned percussion skills, rhythm and metre, rehearsal and performance.	End of topic performance / project folders (AfL)
4	My Song	To be able to write and perform a pop music structure using cliché chord progressions (includes lyric writing and rap – <b>strong literacy link and very relevant to Composition should students wish to study at GCSE</b>	Song writing, lyric writing and structure (cross-curricula link to English), rhyming and syllable structure, word-setting, ensemble performance, composition, musical structure and form.	End of topic performance / project folders (AfL)
5	Music and Space	To create musical ideas using a given stimulus – based on Holst ‘The Planets’ pupils create soundtracks to the Planets Mars & Venus	Responding to a stimulus, graphic scores, orchestral music, classical composition, listening and understanding to music	End of topic performance / project folders (AfL)
6	Samba	To develop ensemble playing and expressive performance. Pupils learn to perform and improvise within a given musical structure.	Expressive performance, ensemble rhythm work, notation, improvisation, composition, dynamic performance (opportunities to perform at St Paul’s Carnival).	End of topic performance / project folders (AfL)