

Year 7 MUSIC SCHEME OF WORK

Module	Knowledge & Learning Vocabulary	Composing, Listening & Performing	Homework	Resources	Extension Work	Skills ICT Literacy Numeracy	Citizenship
1 Benchmark	Pitch, getting higher/lower, phrase, duration, longer/shorter, pulse rhythm, tempo, timbre, texture	Finding out the musical experiences of the new students through various rhythmic games, aural work, singing, performing and evaluating.	To write a few paragraphs on their musical background, set over three weeks.	Smartboard, Computer, Visualizer, Worksheets, question ball, Traffic lights camcorder	Sing & Perform from memory, considering phrasing, dynamics & tempo.	Co-ordination, recognition of patterns to help memorise, writing frame.	Working together to resolve problems.
2 Form & Structure	Call & response, verse & chorus, round, ostinato, pentatonic, repetition, binary, ternary, rondo	Students revisit/widen their musical experiences by learning how to play the guitar, and read tabs to support their learning. Transfer knowledge of 'The Spanish Guitar' piece used in Benchmark unit onto the Guitar along with a Christmas carol. Students choose which they would like to practice and perform. Student in pairs compose own piece using similarities with the piece they studied. Present, perform and evaluate.	If possible practice at home. Listen to music around you – t.v, internet. Try to identify the form.	Smartboard, Computer, Visualizer, Worksheets, question ball, Traffic lights camcorder	Will be able to transfer skills to learning to play the guitar, helping others, composing a structures piece using ideas from pieces studied. Along with refining their piece.	Co-ordination, recognition of patterns to help memorise, Problem solving. Writing frames & vocab. Use of internet to support learning	Working together to resolve problems.

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3 African Drumming	Cyclic pattern, linear structure, paradiddles, syncopated rhythms, dynamics, tempo	Listen and perform African drumming. Working in groups, create various cyclic rhythmic patterns which they can present, perform, and evaluate, considering their audience. The group composes a number of paradiddles to help memories rhythms, decide which instruments will give a variety of sound, find out about the instruments, then present and perform, each with an independent part. Record & appraise.	Find out about the instrument you have selected to play, and give a short presentation.	Smartboard, Computer, Visualizer, Worksheets, question ball, Traffic lights camcorder	Explore musical devices used in music based on cyclic patterns. Support other students, give suggestions to improve, and lead the group, whilst performing significant parts from memory.	ICT skills to increase understanding. Use of syllables/ Phonics/ words to memorise rhythms. Problem solving, and recognizing patterns.	Use a range of live/ recorded music from different times & cultures to celebrate diversity and how it enriches the community.

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4 Musical clichés	Musical elements, major, minor, glissando, tremolo	After watching an early silent film, discuss the way that music is used to create excitement, danger, love, anger. Listen play and sing various further examples-minor/slow=sadness Using Garageband, students in pairs create a backing track to go with a silent movie excerpt. Students should use own backing tracks, voices and tracks available, thinking about tempo, dynamics etc. Perform, record & evaluate.	Identify spoken clichés and find out how they originated. Try to spot musical clichés when listening to all types of music ie films, drama, TV.	Smartboard, Computer, Visualizer, Worksheets, question ball, Traffic lights camcorder	Make subtle adjustments & use a variety of musical devices to develop ideas and explore musical conventions	Introduce, develop and conclude pieces of writing appropriately. Plan and develop ideas.	Exploring musical features within a variety of media contexts
5 Work/Folk Songs	Harmonic accompaniment, bass line, melodic material, rhythmic material, descant, question & answer, timbral qualities, improvisation, introduction, interlude, coda, using notation.	Discover through singing a few work/folk songs. Study three local folk/work songs. In groups decide to either produce an arrangement of one given, or one they found during homework, or by using information discovered during homework, to write their own, using appropriate notation, perform, record and evaluate.	Find a local work or folk song, and find out what the song is about and who would have sung it. Considering working/living conditions at the time.	Smartboard, Computer, Visualizer, Worksheets, question ball, Traffic lights camcorder	Give ideas for improvement, help others to realize their part, and lead the group whilst taking a main part	Discuss and respond to initial ideas and info., carry out the task, review and refine. Problem solving.	Develop skills of enquiry & communication.