

MUSIC Year 7 Curriculum End Points and Key Vocabulary

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Ethos Links	<p>Milton Keynes: Links to how music is a universal language that can be brought together to celebrate diversity in a diverse city such as MK. Links to MK Art gallery.</p> <p>STEM: Students will learn how sound is produced, how it travels, and how it is received.</p> <p>Sustainability: Students will learn about the impact regarding sustainable use of equipment.</p> <p>Character: Students will develop respect for their work, the work and opinions of others, and will gain an appreciate of how music can be used to bring people together.</p>	<p>STEM: Technological advancements in the construction of keyboard instruments.</p> <p>Character: Interpreting the work of other composers in a way that adds your own personal and cultural expression. Developing aspects of Respect, Responsibility and Kindness.</p>	<p>Milton Keynes: Using locations and landmarks from the local area as the stimulus for a composition.</p> <p>STEM: How music orients us in space and time. Maths in Musical note duration.</p> <p>Character: Making links and applying knowledge. Communicating and structuring work.</p>	<p>Milton Keynes: Links to local performances of music that is in set structures.</p> <p>STEM: Structuring and building a piece of music, understanding that the aesthetic structure of music in terms of order, organisation and convention gives the listener a sense of orientation in space and time.</p> <p>Character: Creating & Imagining; Making links & Applying knowledge; Listening.</p>	<p>Milton Keynes: Links to local orchestras and performances. Links to MK Music Hub and the MK Music Co-operative, opportunities for students.</p> <p>STEM: How the construction of different instruments within the orchestra affects the sonority that they produce.</p> <p>Sustainability: Sourcing instruments responsibly. Are mass produced instruments worth the cost?</p> <p>Character: Thinking; Self-Regulation; Perseverance; Concentrating; Respect, Responsibility, Kindness.</p>	<p>Milton Keynes: Folk music in Milton Keynes. Opportunities for musicians and audiences.</p> <p>Sustainability: Education about the lyrical content of the sea shanty “the Wellerman” and its relevance/issues in modern society.</p> <p>Character: Making links & Applying knowledge; Planning & Organisation; Leadership; Respect, Responsibility and Kindness.</p>
Learning End Points	Building Bricks – Project based unit “Pictures at an exhibition”	Keyboard Music	I’ve got Rhythm	Form & Structure	Sonority City	Folk Music

	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> ➤ The Elements of Music: PITCH, TEMPO, DYNAMICS, DURATION, TEXTURE, TIMBRE or SONORITY, ARTICULATION, SILENCE. ➤ Recognise the Elements of Music when listening to and appraising music from different times and different places. 	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> ➤ How the classroom keyboard is used and played. ➤ The importance of “warming-up” before playing a keyboard or piano and the concept of piano fingering (1-5). ➤ Different keyboard instruments from different times and places. 	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> ➤ That pulse is a fundamental upon which music is built and performed. ➤ The difference between pulse/beat and rhythm. ➤ How regular pulse is found in music from different times and places. ➤ Note values in terms of duration, bars and simple time signatures. 	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> ➤ Understand what Form and Structure is in music. ➤ Understand what Question and Answer, Binary, Ternary and Rondo Forms are in music. ➤ How to label or identify different sections within a complete piece of music. ➤ Recognise that music with a recurring or repeated section provides familiarity to the listener. ➤ Recognise why Form and Structure is important in music. 	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> ➤ The layout and structure of the symphony orchestra. ➤ Musical instruments and how they are played, the families/sections, construction, different sound production methods and characteristic timbres/sonorities. 	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> ➤ Different forms of Musical Accompaniments to accompany traditional Folk Songs in different ways, showing an awareness of intervals and the Harmony created. ➤ The different textural layers and form and structure of Folk Songs. ➤ Different instruments, timbres and sonorities often used in the performance of Folk Music. ➤ Understand the different musical information given on a lead sheet and available musical resources in creating an effective Musical Arrangement of a Folk Song.
<p>Key Vocabulary</p>	<p>Pitch Tempo Dynamics (pp, p, mp, mf, f, ff, cresc., dim., <, >) Duration Texture Timbre</p>	<p>Layout of a Piano/Keyboard Treble Clef Bass Clef Staff Notation Stave Staff Lines</p>	<p>Rhythm Pulse Beat Waltz March Time Signature Conducting Accent</p>	<p>Question and Answer/Call and Response Phrase(s) Binary Form (AB) Ternary Form (ABA) Rondo Form (ABACADA...)</p>	<p>Strings Woodwind Brass Percussion Tuned Percussion Untuned Percussion Orchestra Ensemble</p>	<p>History and Types of Folk Music: Folk Song Work Song Sea Shanty Instrumental; Oral Tradition</p>

	<p>Sonority Articulation Silence Notation Staff Notation Stave Graphic Notation Graphic Score</p>	<p>Spaces Black Notes Sharps Flats Scale Left Hand (LH) Right Hand (RH) Melody Keyboard Functions Fingering (1-5) Keyboard Chords Octave Warm-Up “Middle C”</p>	<p>Rhythm Grid Notation Semibreve Minim Crotchet Quaver Pair of Quavers Bar Bar Line Ostinato Cyclic Rhythm Polyrhythm</p>	<p>Melody Drone Ostinato Harmony Treble Clef Pitch Notation.</p>	<p>Section/Family Conductor Pitch Timbre Sonority Arco Pizzicato Bow Fanfare Harmonic Series.</p>	<p>Folk Song</p> <p>Accompaniments: Pedal Drone Ostinato</p> <p>Chords (on piano, keyboard, guitar or ukulele) as Accompaniment: Triad Broken Chord Arpeggio</p> <p>Alberti Bass; Harmony: Intervals 5ths Arrangement Lead Sheet</p> <p>Basic Folk Song Structure: Introduction (intro), Chorus/Refrain Verse</p> <p>Folk Song Textures: Melody Chords Bass Line; Instruments of Folk.</p>
--	--------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------