

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 appreciation 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 & Communicating; Respect, Responsibility & Kindness.</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	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. <p>By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> Draw on the Elements of Music as a resource when composing, creating, and improvising and use the Elements of Music effectively when performing and singing. Recognise the Elements of Music when listening to and appraising music from 	<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) <p>different keyboard instruments from various times and places.</p> <p>By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> Use the classroom keyboard effectively Warm up appropriately and use correct fingering when playing keyboard <p>describe the sounds and sound production</p>	<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 various times and places Note values in terms of duration, bars, and simple time signatures <p>By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> Develop a feeling for and an awareness of a regular 	<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. <p>Recognise why Form and Structure is important in music. By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> Recognise the differences 	<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 be able to:</p> <ul style="list-style-type: none"> Perform on orchestral instruments (where possible) or use orchestral tones/voices/sounds from keyboards as part of a 'class orchestra' with an awareness of the 	<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 diverse 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

	different times and different places.	of keyboard instruments from various times and places	<p>pulse in music from different times and places.</p> <ul style="list-style-type: none"> • Distinguish between pulse/beat and rhythm. • Use rhythm notation to perform and compose 	<p>between music based on different Forms and Structures.</p> <ul style="list-style-type: none"> • Know how to label or identify different sections within a complete piece of music. <p>Create and perform music that uses one of the structures</p>	<p>experience of 'performing together' as an ensemble and the roles of different instrumental parts and textural layers on the music as a whole</p>	<p>Arrangement of a Folk Song.</p> <p>By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> • Perform from a lead sheet, working with a selection of folk songs • Arrange a folk song using different textural layers <p>Use different forms of Musical Accompaniments to accompany traditional Folk Songs in diverse ways, showing an awareness of intervals and the Harmony created.</p>
Key Vocabulary	Pitch, Tempo, Dynamics (pp, p, mp, mf, f, ff, cresc., dim., <, >), Duration, Texture, Timbre, Sonority, Articulation, Silence, Notation, Staff Notation, Stave, Graphic Notation, Graphic Score	Layout of a Piano/Keyboard, Treble Clef, Treble Clef Staff Notation, Stave, Staff, Lines, 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"	Rhythm, Pulse, Beat, Waltz, March, Time Signature, Conducting, Accent, Rhythm Grid Notation, Semibreve, Minim, Crotchet, Quaver, Pair of Quavers, Bar, Bar Line, Ostinato, Cyclic Rhythm, Polyrhythm.	Question and Answer/Call and Response, Phrase(s), Binary Form (AB), Ternary Form (ABA), Rondo Form (ABACADA...), Melody, Drone, Ostinato, Harmony, Treble Clef Pitch Notation.	Strings, Woodwind, Brass, Percussion, Tuned Percussion, Untuned Percussion, Orchestra, Ensemble, Section/Family, Conductor, Pitch, Timbre, Sonority, Arco, Pizzicato, Bow, Fanfare, Harmonic Series.	History and Types of Folk Music: Folk Song, Work Song, Sea Shanty, Instrumental; Oral Tradition; Folk Song Accompaniments: Pedal, Drone, Ostinato, Chords (on piano, keyboard, guitar or ukulele) as Accompaniment: Triad, Broken Chord, Arpeggio, Alberti Bass;

						Harmony: Intervals, 5ths; Arrangement, Lead Sheet; Basic Folk Song Structure: Introduction (intro), Chorus/Refrain, Verse; Folk Song Textures: Melody, Chords, Bass Line; Instruments of Folk.
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