

Curriculum Guide – Music



Year 7 Music



Course Description	Course Content	Assessment
<p>Music in Year 7 is taught on a carousel basis as part of the Creative Industries faculty. Students will be introduced to the basic elements of music, simple musical notation and a range of techniques from different genres of music.</p> <p>They will learn skills that will enable them to progress in the three strands of Music; Performing, Composing and Evaluating.</p> <p>Students will perform music in small groups to help develop their confidence and will be encouraged to use musical terminology to help develop their literacy skills.</p>	<p>Students are introduced to some key musical concepts through the topic of rhythm, focussing on a range of different genres. These include Pop Music, Classical Music and Musical Theatre. They will be able to identify the difference between a rhythm and a pulse whilst developing their performing, composing and listening skills.</p> <p>Students will have a brief introduction to musical notation and also learn about the musical elements needed to compose a piece of music. They will use percussion instruments, African drums, keyboards and guitars.</p> <p>Key Learning Outcomes:</p> <ul style="list-style-type: none"> • Be able to identify the main musical elements. • Be able to apply the musical elements to their own performance. • Be able to identify the value of a crotchet and a quaver. • Know how to create their own rhythms. • Be able to perform their own rhythms as part of a group. • Develop their confidence to perform in small groups to their peers. • Know how to identify their strengths and areas for development and apply strategies to improve. 	<p>In Music lessons, students are assessed in a variety of ways. This is to allow all students to reach their full potential, whether it be in the strand of performing, composing or evaluating.</p> <p>Through each unit of work, students will have 3 assessment points, these include;</p> <ul style="list-style-type: none"> • A practical diary – which evaluates their learning in each lesson. • A final performance which shows their learning over time. • An evaluation at the end of each topic.

Extra-Curricular Opportunities	Important Information	Useful Websites
<p>All students are encouraged to:</p> <ul style="list-style-type: none"> • Audition and be a part of the whole school production, which happens yearly. • Perform in talent shows and showcases to demonstrate what they have been learning in lessons. • Attend trips to allow them to put their learning in music in to the 'outside world'. • Sign up to peripatetic instrument lessons, including drums, guitar, singing and piano. 	<p>Music at SWB Academy encourages fun and creativity in lessons. We use lots of praise to encourage growth in confidence whilst making lessons engaging and inspiring to develop the students' love for music.</p> <p>We have fantastic resources in the music department which we encourage students to use with respect; these include a wide range of instruments, a mac computer suite and a full rehearsal suite.</p> <p>If students would like to use their own instruments in curriculum lessons, then they are allowed to do so to boost their development on their chosen instrument.</p>	<p>www.youtube.com – This will enable students to complete homework tasks and explore different genres of music.</p> <p>www.musictheory.net – Students should visit this site to support with their music theory knowledge.</p> <p>www.sfskids.org – This will support students when identifying a range of instruments and helping them compose their own music.</p>

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<p>Developing and applying the musical knowledge, understanding and skills set out in our specification can ensure your students form a personal and meaningful relationship with music. They will be encouraged to engage critically and creatively with a wide range of music and musical contexts, and reflect on how music is used in the expression of personal and collective identities.</p> <p>The specification allows students to develop particular strengths and interests, encourage lifelong learning and provide access to higher education and university degree courses in music and music related subjects as well as music-related and other careers.</p> <p>The Subject content is divided into three components:</p> <ul style="list-style-type: none"> • Appraising music • Performance • Composition. 	<p>Appraising music The areas of study provide an appropriate focus for students to appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical contexts and musical language. The areas of study can also provide a rich source of material for your students to work with when developing performance and composition skills.</p> <p>There are seven areas of study: 1. Western classical tradition 1650–1910 (compulsory) 2. Pop music 3. Music for media 4 Music for theatre 5. Jazz 6. Contemporary traditional music 7. Art-music since 1910.</p> <p>Performance Students must be able to perform music using one or both of the following ways:</p> <ul style="list-style-type: none"> • instrumental/vocal: as a soloist, and/or as part of an ensemble • production: via music technology. Students must perform for a minimum of ten minutes. <p>Composition Students must learn how to develop musical ideas, including extending and manipulating musical ideas, and compose music that is musically convincing through two compositions. One must be in response to an externally set brief (Composition 1) and the other a free composition (Composition 2).</p>	<p>Exam- Musical Appraising 40%</p> <p>Coursework</p> <p>Performance 35%</p> <p>Composition 25%</p>

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<ul style="list-style-type: none">• Wind band• Choir• Extra Curricular Visits• Performance workshops• Performance opportunities	<p>You MUST be able to perform (instrumentally or vocally to a high standard)</p> <p>Basic music theory knowledge is a massive advantage.</p>	<p>www.youtube.com</p> <p>www.musictheory.net</p>

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