

Radnor House Sevenoaks - Curriculum Overview Music Year 7

Year 7 pupils receive one classroom lesson each week in Music. As part of the curriculum all pupils learn an instrument in groups during their class lessons. In addition our peripatetic music teaching staff offer private lessons on any instrument or singing. Co-curricular classes are offered for those who wish to prepare for ABRSM music theory exams and there is considerable take-up for this. Pupils are also encouraged to participate in Concert Band, Senior Choir (which regularly undertakes overseas tours) and the large variety of ensembles, both formal and informal, that exist within the school community. Year 7 pupils are involved in a range of Creative and Performing Arts activities during the year including the school carol service, and regular concerts and all students are encouraged to take part in our regular musical soirees, either as soloists or in ensembles.

Year 7 are taught in our Performing Arts Centre where teaching methods are integrated to include practical music-making including African drumming and ukulele playing, alongside use of technology including keyboards, music sequencing and notation software.

A guide to music apps used in Year 7:

Garage Band
Theta Music
Treble Game
StaffWars
Rhythm Cat
Notion
MadPad HD
Loopy HD

A guide to useful websites:

www.mymusictheory.com

	Theme 1	Theme 2	Theme 3	Theme 4
Year 7 50 minutes per week	<u>The Musical Elements</u> SP, SO, C, Oracy In this unit pupils learn how to: <ul style="list-style-type: none"> Understand and recognise the Elements of Music: PITCH, TEMPO, DYNAMICS, DURATION, TEXTURE, TIMBRE or SONORITY, ARTICULATION, SILENCE. Understand how graphic scores are used to convey composers intentions 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 different times and different places. Use ICT to convey musical intention in compositions 	<u>Musical Notation</u> SP, SO, C, Oracy In this unit pupils learn how to: <ul style="list-style-type: none"> Develop notation skills to support performance of music using conventional musical notation Use musical notation to express creative ideas Understand note values of semibreve, minim, crotchet, quaver and semiquaver, and their equivalent rests Use tied notes and single dotted notes. Work with simple time signatures of 2, 3 and 4 beats, bar-lines and the grouping of the notes. Read treble (G) and bass (F) clefs. Construct a major scale, including the position of the tones and semitones. Understand frequently used terms and signs concerning tempo, dynamics, performance directions and articulation marks. 	<u>Keyboard skills</u> Oracy, SP, SO, C In this unit pupils: <ul style="list-style-type: none"> Understand how the classroom keyboard is used and played Practicing pieces of keyboard music to build skills and understanding of reading music and playing an instrument using correct posture, fingering and accuracy of pitch and rhythm Understand the importance of “warming-up” before playing a keyboard or piano and the concept of piano fingering (1-5) Explore different keyboard instruments from different times and places. 	<u>Music Performance</u> Oracy, SP, SO, C In this unit pupils: <ul style="list-style-type: none"> Have the opportunity to learn a new orchestral instrument, choosing between trombone, clarinet and flute begin to learn to play and perform confidently in a range of solo and ensemble contexts, playing instruments musically, fluently and with accuracy and expression and to develop existing skills use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions All pupils have the opportunity to develop their singing skills