

# Year 7 Music

## Stepping Up 1: Singing and Drumming



Students are learning the fundamental skills to access the amazing world of music making and the brilliant projects they will encounter throughout Key Stage 3. This includes using their voices and percussion, plus beginning to use notation and musical vocabulary to describe what they are hearing.

### Previous topic:

N.A.

### Next topic:

Stepping Up 2: Ukulele and Keyboard

### Core knowledge/skills/concepts

From Year 7 to Year 13 we constantly embed the core elements of music: Melody, Articulation, Dynamics, Tempo, Structure, Harmony, Instrumentation, Rhythm and Texture (MAD TSHIRT). This vocabulary, alongside a growing understanding of music notation, allows students to articulate opinions about music and how it was made. Giving them the language to talk about music and equipping them with skills to create it is at the centre of everything we do. Every lesson involves practical music making as either a performer or composer on a range of instruments and in diverse contexts. Students will practise these skills more deeply as their musical learning journey continues through school.

#### **Singing**

- Warming up
- How to use your voice as an instrument
- Adding expression to a performance
- Rehearsal skills: confidence, resilience, reflection
- Ensemble skills: keeping in time, balance

Singing is supported through the Year 7 Choir which rehearses every week. After Easter, Year 7 Choir is merged with Gordano Senior Choir to continue to develop students' group singing skills.

#### **Drumming**

- Staying in time, embodying a pulse
- Layering multi-part rhythmic grooves
- Body drumming, beatboxing, chair drumming, stick technique

Drumming is supported through the Gordano Drumline which works towards six performances each year and is open to all students.

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### Essential vocabulary

- MAD TSHIRT (Melody, Articulation, Dynamics, Tempo, Structure, Harmony, Instrumentation, Rhythm, Texture)
- Pitch, balance, tuning, tone, pulse, on/off beat, polyrhythm, ostinato, syncopation, groove

### Threshold concepts

Students come into KS3 music with a whole host of different background experiences. Because of this, the most important thing above all else is a willingness to try things as a musician. Be brave, make mistakes, have fun! There are no opportunities closed to someone beginning their musical journey!

### Opportunities for reading

In music lessons students will read contextual information about the music they are creating from slides and handouts. They will gain increasing confidence with the technical vocabulary used to talk about music, including musical directions in English, Italian and German. Equally important is frequent exposure to musical notation in its myriad guises. This helps to unlock different types of comprehension, creates connections between sound and symbol, and offers access to the world of written music.

### Musical notation

Lyric sheets, graphic scores, drum grids, stave notation (4/4, crotchet, quaver)

### How and when will the core learning be assessed?

Students will be assessed on their holistic development as a musician over time with projects designed to showcase ever-maturing musical understanding. Our assessments are linked to the National Curriculum's core pillars of Performing, Composing and Appraising in equal measure. These are formative in nature and are used to give students verbal feedback in the moment. Students track their progress against our core competencies and will reflect on their work in lessons, with recordings of classwork documented and revisited at regular intervals for self/peer review.

### Links to other topics/subjects