

# Year 7 Music

## Music Through Time 1: Music for Events



Students are learning how music has been used throughout history to provide atmosphere at an event, specifically as a ceremonial announcement, to get people dancing, and as dramatic climax. Students will encounter examples from the Western Classical Tradition and explore how the same compositional devices are still in use today. They will then apply this musical understanding by creating their own arrangement of a modern pop song and reimagining it to make it suitable for a prescribed event. This unit is a consolidation of the Year 7 learning journey and will employ all elements of MAD TSHIRT in a project which collides performing and composing. Students will be given greater freedom to self-guide their learning in practice rooms where appropriate, and on their choice of the instruments covered in the Year 7 schemes.

### Previous topic:

New Directions 1: Experimental Music

### Next topic:

Black Music Matters 1: Blues into Rock 'n' Roll

### 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 practice these skills more deeply as their musical learning journey continues through school.

#### **Western Classical Tradition**

- Historical/geographical context: Baroque, Classical, Romantic eras
- Fanfares (declamatory, ceremonial, militaristic)
- Dance forms (simple and compound)
- Finales (virtuosic, symphonic, religious)
- Dance rhythms
- Balanced phrases
- Expressive use of dynamics and tempo

#### **Pop Song Arrangement**

- Practice room etiquette and expectations
- Self-guided practice
- Rehearsal technique
- Collaborative composition
- Preparing a final performance

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### Essential vocabulary

- MAD TSHIRT (Melody, Articulation, Dynamics, Tempo, Structure, Harmony, Instrumentation, Rhythm, Texture)
- Baroque, Classical, Romantic, fanfare, finale, virtuosic, chord progression, introduction, verse, chorus, bridge, solo, major, minor, dotted rhythm, quaver, semiquaver, crescendo, diminuendo, sforzando, rallentando, accelerando

### Threshold concepts

This project consolidates the schemes covered in Year 7. Students are given choice on which instrument they use (voice, percussion, ukulele or keyboard) and will build on the foundation skills acquired in the units Stepping Up 1 and 2. They will reinforce their understanding of MAD TSHIRT vocabulary by employing it in a creative context.

### 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, drum grids, chord diagrams, keyboard diagrams stave notation (melodies and riffs in treble clef, dotted rhythms, quavers and semiquavers), 3/4 and 6/8 time signatures

### 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