

Curriculum Overview – 7 Music

Unit Title	Learning	How can parents best support?
Building Bricks	Students will learn about Pitch, Dynamics, Duration, Tempo, Texture, Timbre or Sonority, Articulation and Silence and are introduced to Graphic Notation and Graphic Scores. It is hoped that this unit will develop pupil's understanding of the Elements of Music and provide students with a foundation of musical vocabulary for use at Key Stage 3 which can be developed for GCSE Music.	Please encourage your child to visit.... https://www.bbc.co.uk/bitesize/topics/z3dqhyc https://www.bbc.co.uk/bitesize/topics/zvdqhyc https://www.bbc.co.uk/bitesize/topics/zbw7pv4 https://www.bbc.co.uk/bitesize/topics/zm4ht39
Keyboard Skills	This unit is all about effective keyboard performance technique including basic treble clef staff notation. Students learn about other keyboard instruments such as the Harpsichord, Celesta, Accordion, Organ, Clavichord, Piano (upright and grand) and Synthesisers before establishing the importance of correct playing position and posture and the importance of keyboard warm-ups.	Please encourage your child to visit.... https://www.bbc.co.uk/bitesize/topics/z3dqhyc https://www.bbc.co.uk/bitesize/topics/zvdqhyc https://www.bbc.co.uk/bitesize/topics/zbw7pv4 https://www.bbc.co.uk/bitesize/topics/zm4ht39

<p>I've Got Rhythm</p>	<p>A sense of pulse is fundamental, a prerequisite of almost all musical activity. As such, it needs to be understood from the outset and then developed and strongly reinforced throughout Key Stage 3. This unit introduces or reintroduces the concept of pulse through a variety of experiences which include pulse games and other rhythmic activities, the creation of patterns, including ostinati, and repetitive rhythmic textures – cyclic and polyrhythms, listening activities and the composition and performance of class and group rhythm pieces.</p>	<p>Please encourage your child to visit.....</p> <p>https://www.bbc.co.uk/bitesize/topics/z3dqhyc</p> <p>https://www.bbc.co.uk/bitesize/topics/zvdqhyc</p> <p>https://www.bbc.co.uk/bitesize/topics/zbw7pv4</p> <p>https://www.bbc.co.uk/bitesize/topics/zm4ht39</p>
<p>Form and Structure</p>	<p>This unit begins by establishing what is “Form and Structure” in music and why Form and Structure is important. Through performing, composing, improvising and listening and appraising, students then explore four different musical structures: Question and Answer Phrases, Binary Form, Ternary Form and Rondo Form. Students begin with an exploration into Question and Answer phrases as one of the simplest types of musical structures, relating this to Call and Response singing and how musical Question and Answer phrases balance with each other to form a complete structure. Binary and Ternary Forms are then explored with an emphasis on how musical contrast is achieved between “A” and “B” sections revising the Elements of Music. Rondo Form is explored as a type of recurring musical structure with students adding pentatonic improvisations as “Episodes” between a n“A” section.</p>	<p>Please encourage your child to visit.....</p> <p>https://www.bbc.co.uk/bitesize/topics/z3dqhyc</p> <p>https://www.bbc.co.uk/bitesize/topics/zvdqhyc</p> <p>https://www.bbc.co.uk/bitesize/topics/zbw7pv4</p> <p>https://www.bbc.co.uk/bitesize/topics/zm4ht39</p>

<p>Sonority City</p>	<p>This unit develops students' knowledge and understanding about orchestral instruments and families/sections of orchestral instruments. Students learn about the construction, sound production and timbres/sonorities of different orchestral instruments, the layout, grouping and the instruments which belong to each section of a modern symphony orchestra.</p>	<p>Please encourage your child to visit.....</p> <p>https://www.bbc.co.uk/bitesize/topics/z3dqhyc</p> <p>https://www.bbc.co.uk/bitesize/topics/zvdqhyc</p> <p>https://www.bbc.co.uk/bitesize/topics/zbw7pv4</p> <p>https://www.bbc.co.uk/bitesize/topics/zm4ht39</p>
<p>Folk Music</p>	<p>This unit investigates some of the different techniques of Musical Accompaniments through the exploration of Folk Songs. The concept of Harmony, relating specifically to Intervals, is reinforced through progressively more complex Musical Accompaniments from a simple Pedal (octave), Drone and Ostinato (fifth), to Chords as Triads, Broken Chords, Arpeggios and Alberti Bass patterns (root, third, fifth). The concept of Harmony is developed further in the exploration and addition of Counter Melodies (in fourths and fifths) in Folk Songs.</p>	<p>Please encourage your child to visit.....</p> <p>https://www.bbc.co.uk/bitesize/topics/z3dqhyc</p> <p>https://www.bbc.co.uk/bitesize/topics/zvdqhyc</p> <p>https://www.bbc.co.uk/bitesize/topics/zbw7pv4</p> <p>https://www.bbc.co.uk/bitesize/topics/zm4ht39</p>