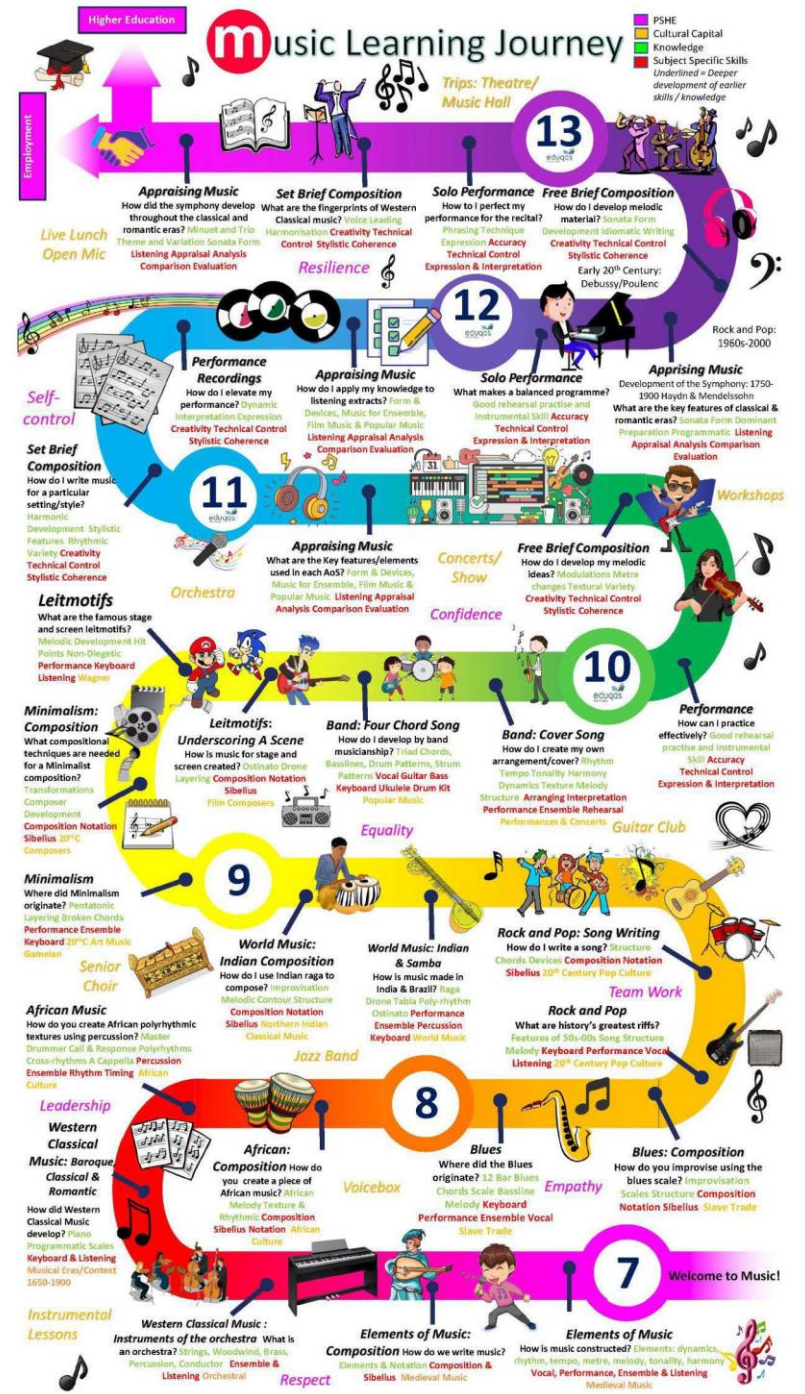


Music – Learning Journey (all years)



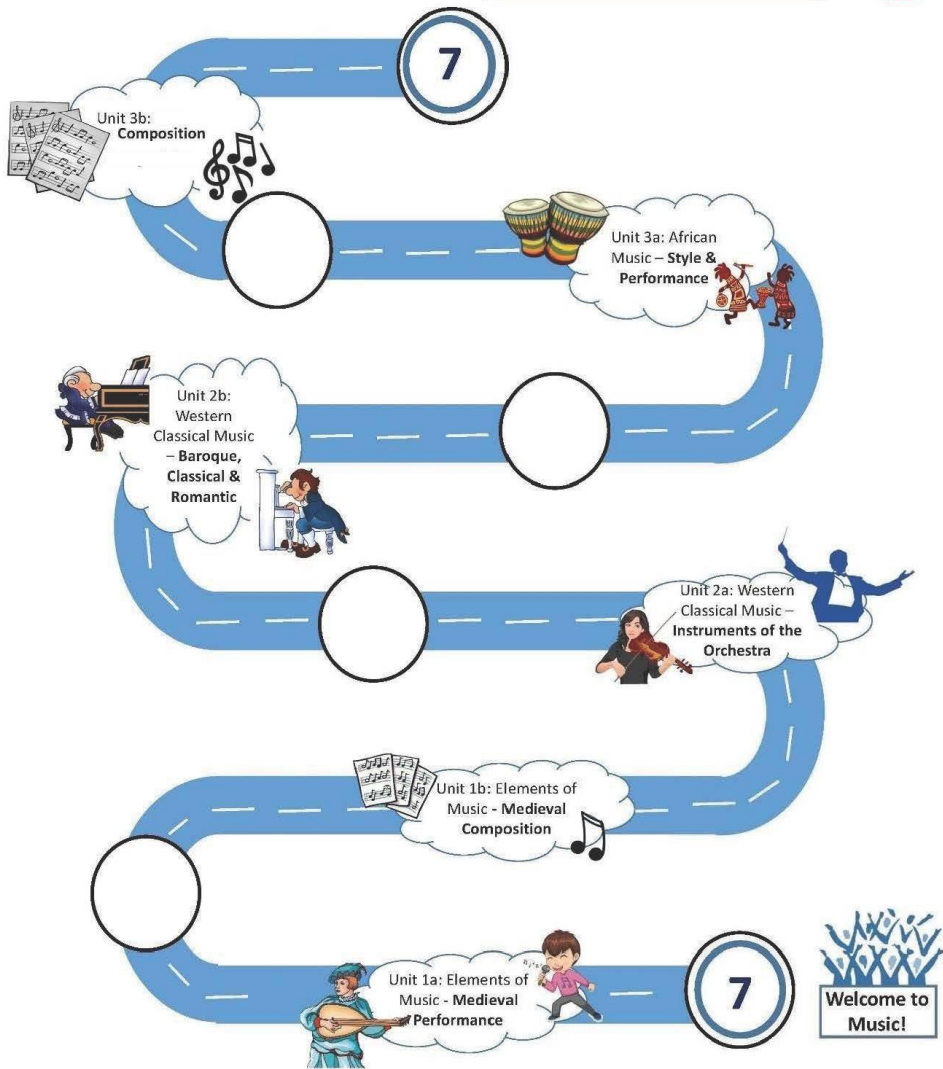
Year 7 – Music – Learning Journey

Name: _____

Class: _____

Teacher: _____

My Year 7 Learning
Journey

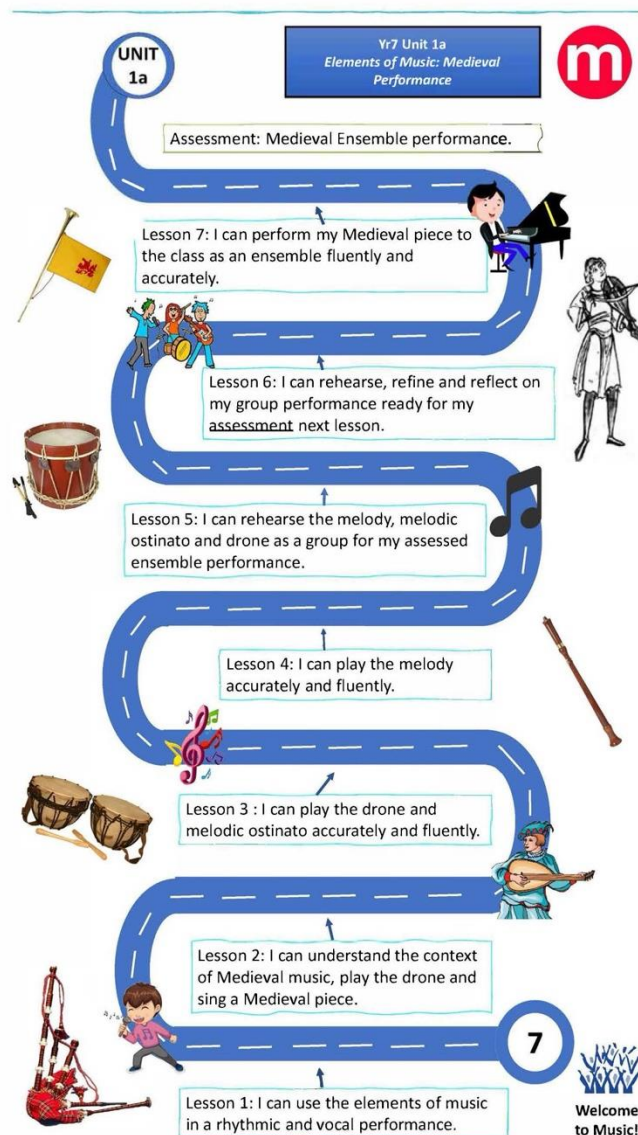


Progress Indicators:

Working Towards - WT (Yellow)	Expected Standard - ES (Green)	Greater Depth - GD (Blue)
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*Music
Curriculum
overview – Key
Stage 3*

Key Stage – Music		
Intent	Implementation	Impact
The KS3 Music Curriculum builds students' fundamental musicianship skills through the study of the Elements of Music. The main intent is to develop a love of Music through building performance confidence, analysis of a wide range of genres and contexts, and developing composition skills. This prepares students for GCSE & A-Level.	The KS3 Music Curriculum is delivered through a spiral approach where skills are revisited and extended each year. Students will follow a structured program of one topic per term where they will explore the Elements of Music, solo and ensemble performance tasks, genre-based projects, and guided composition activities. Lessons include interleaving and retrieval practice to reinforce knowledge. Students work individually and collaboratively through ensemble work to develop resilience, creativity and confidence.	Students will have develop key skills of performance, composition and analysis across a wide range of genres and styles. They will be skilled performers on their instrument with ensemble skills, an understanding of cultural capital and music's impact on audiences. They will be able to apply these skills by taking part in ensembles within and beyond school, including orchestra, band, senior choir and school productions. Students will also be able to produce effective compositions using their gained knowledge of the Elements of Music and devices. Pupils will be able to use their skills to explore their creativity and recognise their personal strengths as musicians.
Assessment		
Teachers will use ongoing formative feedback to support understanding through the topics. Teachers will use criteria and formative assessment to check progress against the expected progress statements as outlined on the progress pages. Each unit includes regular opportunities for performance and feedback to support student improvement and skill development. At the end of each unit, students complete a summative performance assessment, which is also supported by teacher feedback to guide future progress and preparation for GCSE.		



SOW 1a: Elements of Music: Medieval Performance

This scheme will develop your keyboard and vocal skills through learning about Medieval Music and the Elements of music. You will learn various keyboard and performance techniques as well as how to read simple notation. You will also develop key ensemble/solo performance skills and listening/appraising skills.

Progress Point One:

1. I can play fluently
2. I can play accurately
3. I can play with appropriate tempo
4. I can play the accompaniment in my left hand
5. I can play the melody with my right hand

Greater Depth

6. I can use appropriate instrument technique
7. I can use expression e.g. dynamics
8. I can work on extensions e.g. playing with two hands

WT

ES

GD

What do I need to do to progress?

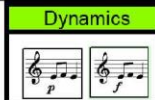
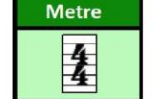
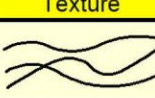
Final Assessment Grade:

Reflection on this Scheme of Work:

What went well and what could you improve?

1. Fluency
2. Accurately
3. Tempo
4. Left Hand Accompaniment
5. Right Hand Melody
6. Technique
7. Expression e.g. Dynamics
8. Extensions

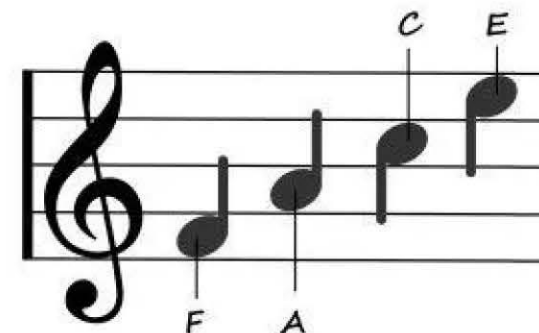
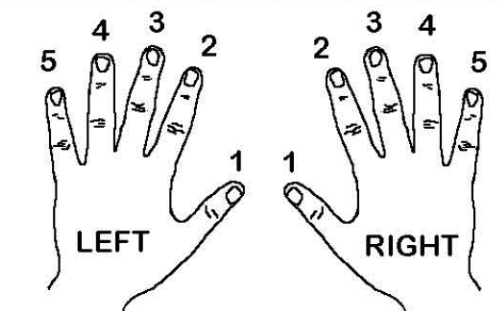
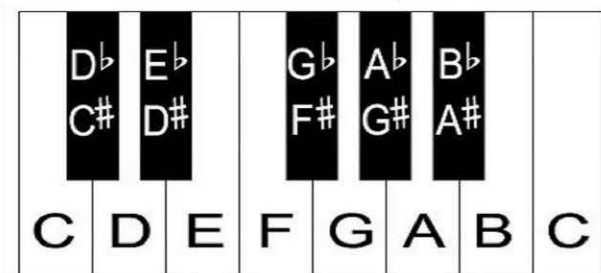
Musical Elements Knowledge Organiser

Key term	Definition	Image	Terminology - Powerful Knowledge
Dynamics	The volume of music (piano – forte)		Pianissimo, Piano, mezzo piano Mezzo forte, forte, fortissimo <i>p</i> <i>pp</i> <i>f</i> <i>ff</i> <i>mp</i> <i>mf</i> <i>cresc.</i> <i>dim.</i>
Rhythm	Note values & rests (crotchets, quavers)		Semibreve = 4 beats Minim = 2 beats Crotchet = 1 beat Quaver = 1/2 beat Semiquaver = 1/4 beat
Metre	Beats in a bar (4/4 – 6/8)		Simple Time: Duplet Time (2/4), Triple Time (3/4), Quadruple Time (4/4) Compound Time: Duplet Time (6/8), Quadruple Time (12/8)
Tempo	The speed of music (allegro)		Lento (Slowly), Largo (Slow and stately), Adagio (Leisurely), Andante (At a walking pace), Allegro (Fast), Vivace (Lively)
Tonality	The key & scales of a piece (C minor, blues)		Major, minor, blues, pentatonic D major scale (treble clef) D E F# G A B C# D
Structure	Organisation of musical material (intro, chorus)		Ternary ABA, binary AB, Rondo ABACA, Strophic AAA Verse chorus, AABA, 12 bar blues VERSE CHORUS VERSE CHORUS BRIDGE CHORUS A B A B C B
Melody	The main tune/part in a piece		Ascending, descending, conjunct (steps), disjunct (leaps), scalar Twinkle, twinkle, little star, how I wonder what you are!
Instrumentation	Instrument families & instruments		Strings, Brass, Woodwind, Percussion violin, cello, trumpet, French horn, Flute, clarinet, glockenspiel, snare drum
Texture	Instrument layers/ melodies & accompaniments		Monophonic, Homophonic, Polyphonic, Heterophonic
Harmony	Notes that work together (chords)		Chords, primary, secondary, major, minor diatonic, triad, tonic, subdominant, dominant, I – IV – V C: IV V I

KS3: Performance – Knowledge Organiser

Key term	Definition
Fluency	Smooth and flowing playing without hesitation.
Accuracy	Playing the correct notes, rhythms.
Tempo	The appropriate speed.
Expression	Character through dynamics, articulation, and Phrasing.
Technique	Hand position and coordination.
QR Code/link to revision website How to perform music - BBC Bitesize	

Powerful Knowledge



Note Values

	Minim	2
	Crotchet	1
	Quaver	1/2

Questions to Ask Yourself:

- Did I maintain a consistent tempo?
- Were all notes and rhythms accurate?
- What technical challenges did I face?
- What will I focus on in my next practice?
- Did I convey the mood or emotion of the piece?

Top Tips for Performers

- Warm up before every session.
- Set goals for each practice session.
- Perform regularly to build confidence.
- Reflect on feedback and use it to improve.

piano = *p*

forte = *f*

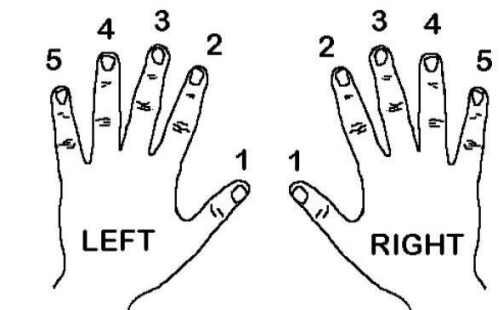
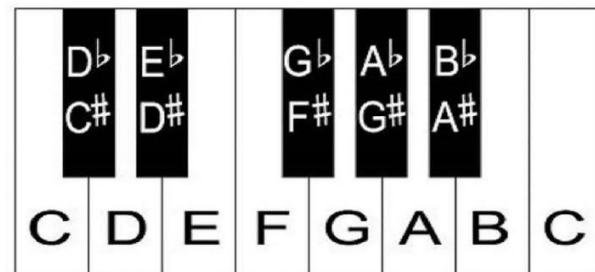
Year 7 Medieval Music – Performance Knowledge Organiser

Key term	Definition
Dynamics	The volume of music (piano – forte)
Rhythm	Note values & rests (crotchets, quavers)
Tempo	The speed of music (allegro)
Texture	Instrument layers/ melodies & accompaniments
Melody	The main tune/part in a piece

QR Code/link to revision website

[GCSE Music - Eduqas - BBC Bitesize](#)

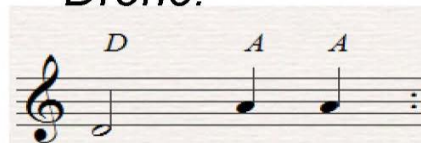
Powerful Knowledge



Melody:

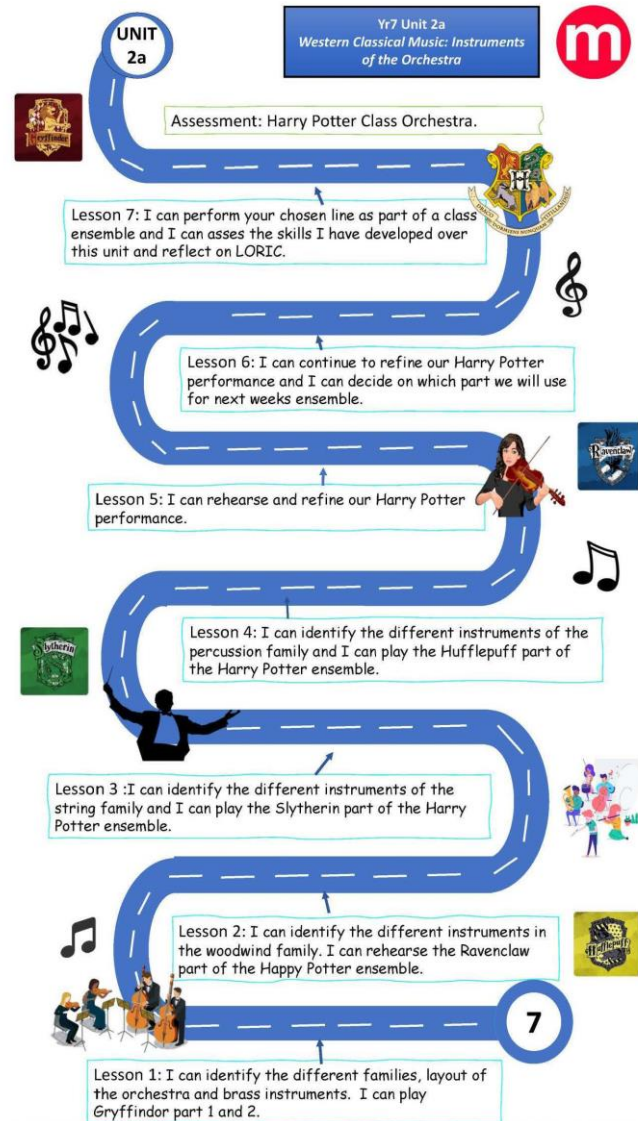


Drone:



Melodic Ostinato:





SOW 2a: Western Classical Music: Instruments of the Orchestra

This scheme will develop your knowledge of the Instruments of the Orchestra and your keyboard skills by performing in a classroom Harry Potter orchestra at the end of this half term. Each week you will learn about a different orchestral family and learn to play a new part on the keyboard ready for your final performance. You will also develop key ensemble/solo performance skills and listening/appraising skills.

Progress Point One:

- 1. I can play fluently
- 2. I can play accurately
- 3. I can play with appropriate tempo
- 4. I can play the accompaniment with my left hand
- 5. I can play the melody with my right hand

Greater Depth

- 6. I can use appropriate instrumental technique
- 7. I can use expression e.g. dynamics
- 8. I can use extensions e.g. two hands

☐	
WT	ES
☐	☐
☐	☐
☐	☐
☐	☐
GD	☐
☐	☐
☐	☐
☐	

What do I need to do to progress?

Final Assessment Grade:

Reflection on this Scheme of Work:

What went well and what could you improve?

- 1. Fluency
- 2. Accurately
- 3. Tempo
- 4. Left Hand Accompaniment
- 5. Right Hand Melody
- 6. Technique
- 7. Expression e.g. Dynamics
- 8. Extensions

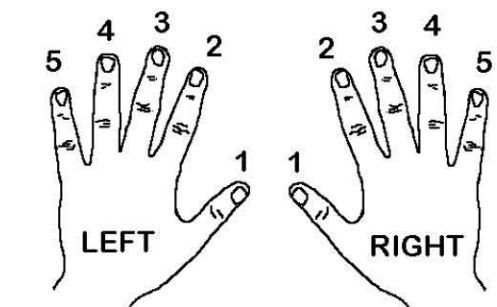
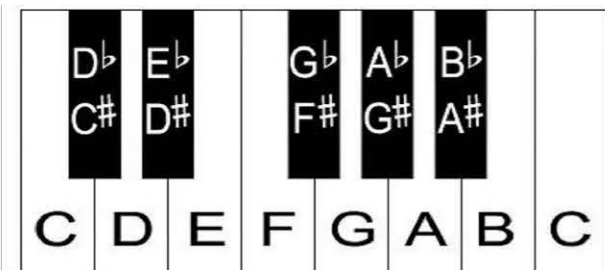
Year 7 Instruments of the Orchestra – Performance Knowledge Organiser

Key term	Definition
Orchestra	Large instrument ensemble of the classical tradition
Ensemble	A group of musicians
Conductor	The leader of an orchestra
Accompaniment	The harmony instruments that supports a melody
Families	Groups that instruments fit into

QR Code/link to revision website

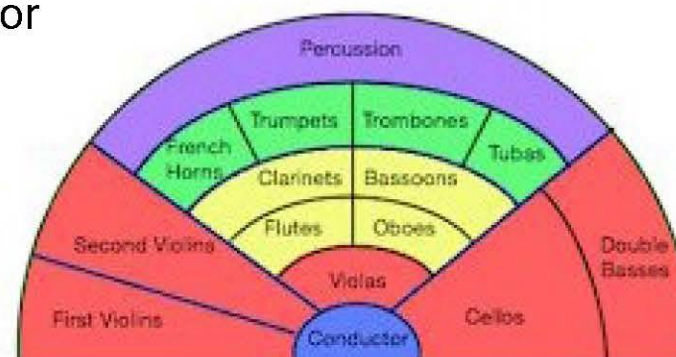
[The instruments of the orchestra - BBC Bitesize](#)

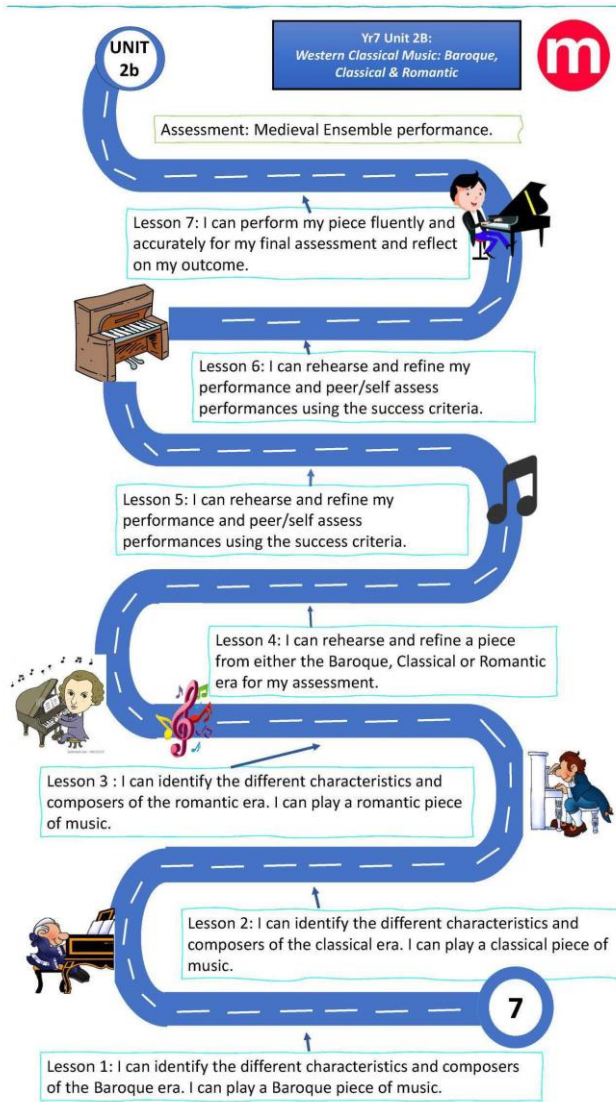
Powerful Knowledge



Conductor

Orchestral ensemble





SOW 2b: Western Classical Music: Baroque. Classical & Romantic

This scheme will develop your knowledge of Baroque, Classical and Romantic eras of Music as well as notation and keyboard skills. Each week you will learn about and play a piece of music from each era. You will learn key composers and characteristics as well as perform one piece at the end of term for your assessment. You will also develop key ensemble/solo performance skills and listening/appraising skills.

Progress Point One:

- 1. I can play fluently
- 2. I can play accurately
- 3. I can play with appropriate tempo
- 4. I can play the accompaniment with my left hand
- 5. I can play the melody with my right hand

Greater Depth

- 6. I can use appropriate instrumental technique
- 7. I can use expression e.g. dynamics
- 8. I can use extensions e.g two hands

WT	ES
GD	

What do I need to do to progress?

Final Assessment Grade:

Reflection on this Scheme of Work:

What went well and what could you improve?

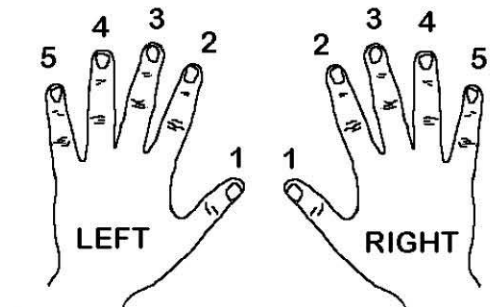
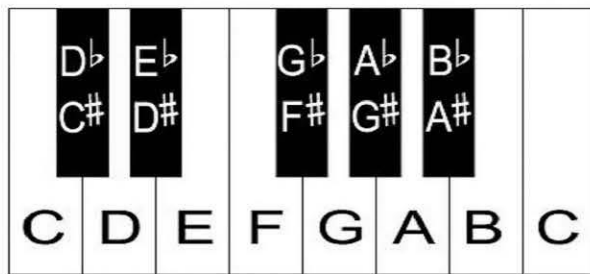
- 1. Fluency
- 2. Accurately
- 3. Tempo
- 4. Left Hand Accompaniment
- 5. Right Hand Melody
- 6. Technique
- 7. Expression e.g. Dynamics
- 8. Extensions

Year 7 Western Classical Music – Performance Knowledge Organiser

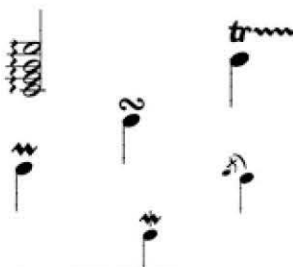
Key term	Definition
Baroque	A period of classical music between 1600 - 1750
Classical	Period of classical music between 1750 - 1820
Romantic	A period of classical music between 1820 - 1900
Ornamentation	Decorations added to melodies
Arpeggios	A broken chord played in sequence

QR Code/link to revision website
[Western classical tradition 1650 to 1910 - GCSE Music - BBC Bitesize](#)

Powerful Knowledge



Musical Ornaments



Blocked
Chord

Arpeggio

Baroque (c.1600 - c.1750)



Johann Sebastian **Bach**

Badinerie
Mass in B minor
Air on a G string



George Frideric **Handel**

Messiah
Water music
Rinaldo



Antonio **Vivaldi**

The Four Seasons
Magnificat
Gloria



Henry **Purcell**

Dido and Aeneas (opera)
Music for a While
King Arthur

Classical (c.1750 - c.1830)



Wolfgang Amadeus **Mozart**

Eine Kleine Nachtmusik
The Magic Flute
Requiem



Joseph **Haydn**

The London Symphonies
Trumpet Concerto
The Creation



Franz **Schubert**

Erkoning
Ave Maria
Die Forelle



Ludwig van **Beethoven**

Für Elise
Turkish March
Eroica Symphony

Romantic (c.1830 - c.1920)



Richard **Wagner**

Ride of the Valkyries
Tannhäuser
Götterdämmerung



Frédéric **Chopin**

Nocturnes, Op. 9
Minute Waltz
Études



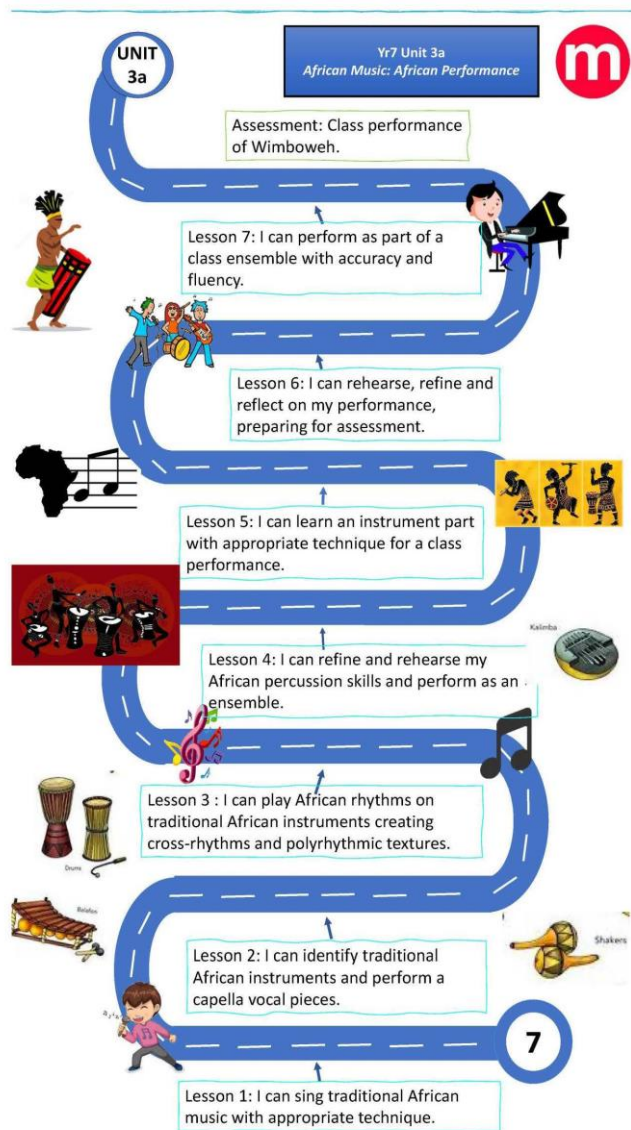
Pyotr Ilyich **Tchaikovsky**

Swan Lake
Romeo and Juliet
1812 Overture



Symphony No.1
Symphony No.2
Symphony No. 3

Gustav **Mahler**



SOW 3a: African Music: Performance

This scheme will develop your knowledge of African performance techniques such as call and response, cross-rhythms and polyrhythms and how to use these to structure a performance. Pupils will develop their vocal skills as well as djembe drumming, body percussion, xylophones and keyboard skills. You will also develop key ensemble/solo performance skills and listening/appraising skills.

Progress Point One:

1. I can play fluently
2. I can play accurately
3. I can play with appropriate tempo
4. I can play the accompaniment with my left hand
5. I can play the melody with my right hand

Greater Depth

- 6. I can use appropriate instrumental technique
- 7. I can use expression e.g. dynamics
- 8. I can use extensions e.g. two hands

WT

ES

GD

What do I need to do to progress?

Final Assessment Grade:

1

Reflection on this Scheme of Work:

What went well and what could you improve?

1. Fluency
2. Accurately
3. Tempo
4. Left Hand Accompaniment
5. Right Hand Melody
6. Technique
7. Expression e.g. Dynamics
8. Extensions

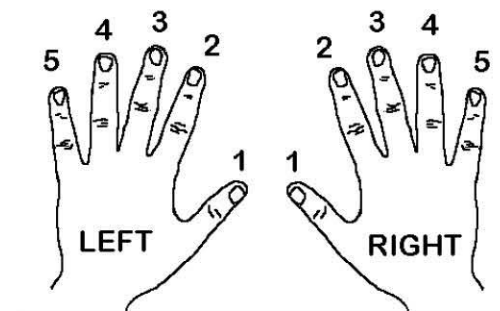
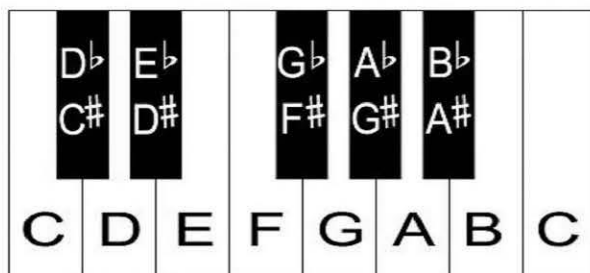
Year 7 African Music – Performance Knowledge Organiser

Key term	Definition
Call & Response	Musical dialogue between instruments
Polyrhythm	Multiple rhythms played together
Cross-rhythm	Multiple rhythms that cross over each other
Ostinato	A repeated rhythmical pattern
Syncopation	An off-beat rhythm

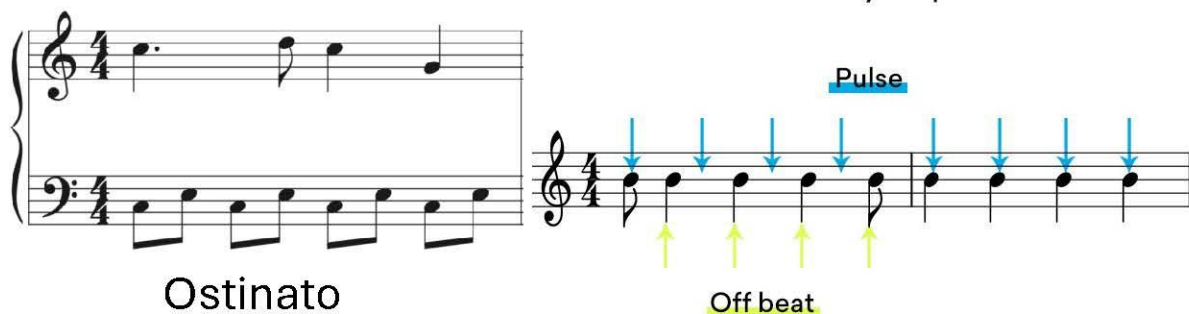
QR Code/link to revision website

[African music - Music of Africa -](#)
[OCR - GCSE Music Revision - OCR](#)
[- BBC Bitesize](#)

Powerful Knowledge

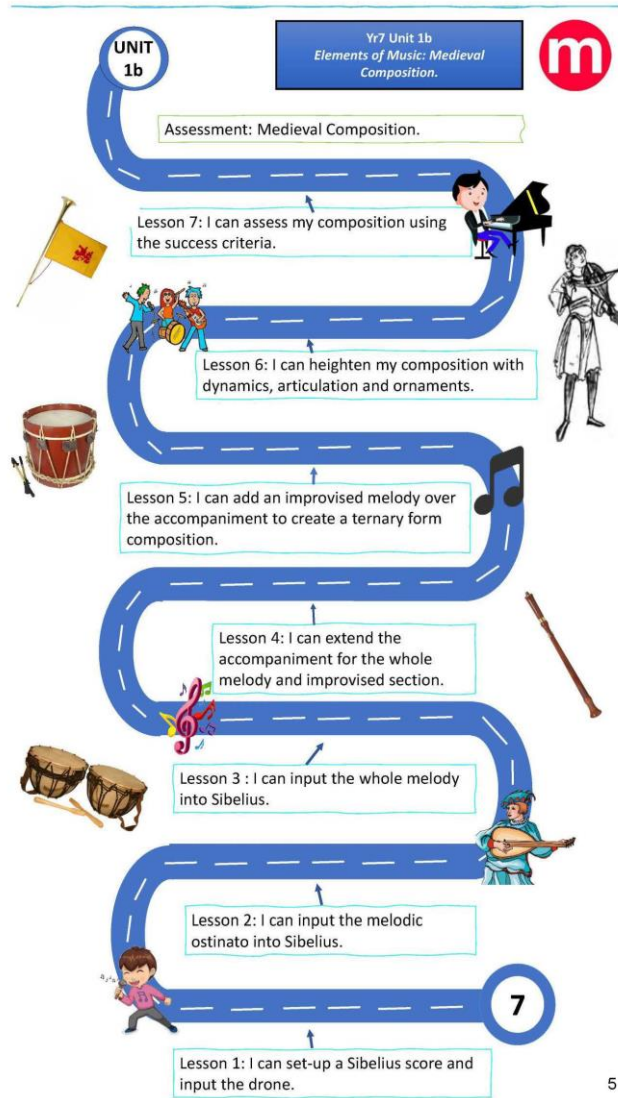


Off beat syncopation



Ostinato





SOW 1b: Elements of Music: Medieval Composition

This scheme will develop your composition and notation skills through learning about Medieval Music and the Elements. You will learn various compositional techniques as well as write to read simple notation.

Progress Point One:

1. I can play fluently
2. I can play accurately
3. I can play with appropriate tempo
4. I can play the accompaniment with my left hand
5. I can play the melody with my right hand

Greater Depth

- 6. I can use appropriate instrumental technique
- 7. I can use expression e.g. dynamics
- 8. I can use extensions e.g. two hands

WT

ES

GD

What do I need to do to progress?

Final Assessment Grade:

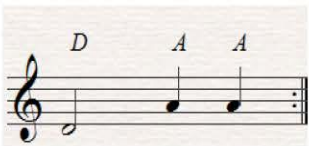
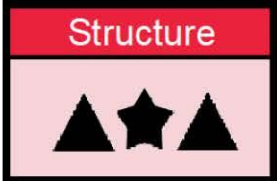
1

Reflection on this Scheme of Work:

What went well and what could you improve?

1. Fluency
2. Accurately
3. Tempo
4. Left Hand Accompaniment
5. Right Hand Melody
6. Technique
7. Expression e.g. Dynamics
8. Extensions

Year 7 – Medieval Composition Knowledge Organiser

Key term	Definition	Image
Drone	A constant held note	
Scale	A group of seven 8 notes	
Harmony	2 or more notes that work together to make chords	
Tonality	The key a piece of music is in	
Structure	The organisation of different musical sections	

QR Code/link to revision website

Powerful knowledge

Note Values

NOTES



Semibreve = 4 beats



Minim = 2 beats



Crotchet = 1 beat



Quaver = $\frac{1}{2}$ beat



Semiquaver = $\frac{1}{4}$ beat

Melody:



Drone:



Melodic Ostinato:



Composition Skills

Expected standard

- ☐ I can set up a score
- ☐ I can input rhythms
- ☐ I can input pitches
- ☐ I can input a melody
- ☐ I can input an accompaniment

Greater Depth

- ☐ I can compose an accompaniment
- ☐ I can input expressive markings such as dynamics
- ☐ I can use compositional devices
- ☐ I can creatively extend my composition using the elements