

# YEAR 7 ANNUAL PLAN 2024-2025



## YEARLY OVERVIEW - 'EXPLORE'

In Year 7, students focus on sound exploration through performing a well-known classical piece as a whole class and shorter structured composing tasks to embed and demonstrate understanding of the key musical elements and basic music theory. Students are also given opportunities to perform as a class and in small groups on djembe drums, and independently develop their keyboard skills using appropriate techniques. Music technology is introduced to allow pupils to develop understanding, confidence and skills to loop and sequence in MIDI data, alongside many other technology skills. Appraising and listening activities are utilised in every lesson as a Do Now or Silent Solo activity aligning with 'The John Kyrle Way'. This allows pupils to see real-life professional music connected to their learning and explore musical meaning and purpose.

KEY: NUM - Numeracy    LIT- Literacy    BRIT/VAL- British Values    SMSC- Spiritual, Moral, Social and Cultural

SMSC NUM LIT	Exploring the purpose of music in different cultures and methods of notation. Students will respond to a variety of stimuli including artwork and narrative to compose and explore sound. Promotion of debate, argument, analysis and opinion. Numeracy through exploring rhythm and counting beats. Students explore a poem and other narratives as composing stimuli.
--------------------	---

TERM	PROJECT OVERVIEW	SKILLS & TECHNIQUES	ASSESSMENT	COMPOSERS
1	<p><b><u>ELEMENTS OF MUSIC</u></b> Students begin by looking at the key 'building blocks' of music through listening activities and short, structured composing tasks developed from listening stimuli. Students will be introduced to correct use of the keyboards and how to appraise music, offering opportunities for analysis and debate. The first main project will give students time to develop a ternary structured story, composing music to depict the story through exploring sounds on the keyboards. This project moves into African Drumming, looking specific at West African drumming from Senegal and developing students' sense of pulse and rhythm. Students are given time to practice performing and composing rhythms using grids before being introduced to the djembe and appropriate technique. Students are then given the opportunity to compose a ternary structured drumming piece in small groups, incorporating a signal and improvisation.</p>	<p>Appraising using key terminology. Programmatic composing using stimuli. Use of keyboards Practice and performance skills. Djembe technique - tone, open, bass Reading rhythm grids Developing a sense of beat and rhythm and the importance of counting</p>	<p><b>Assessment of African Drumming group composing (progress recordings made over several lessons).</b></p> <p>Formative teacher and peer feedback throughout all activities.</p> <p>Self-reflection</p>	<p>Camille Saint-Saens Benjamin Britten</p>

2	<p><b><u>SNAKES AND LADDERS</u></b>  Students have the opportunity to develop their personal keyboard skills and understanding the basics of reading notation. Whole class singing is used to introduce the song before students explore finger technique and hand placement, connecting this to basic pitch and notation. Students begin with a focus on the right hand and treble clef. As individual progress is made, students explore bass clef and incorporating the left-hand part of varying difficulties. Using this knowledge, music technology and Band Lab, the Digital Audio Workstation, is introduced. This gives students the opportunity to explore sound further through remixing using samples and loops. Students will develop an understanding of MIDI data and using a metronome, utilising their keyboard, theory and singing knowledge of the song.</p>	<p>Singing  Keyboard finger technique  Treble and Bass Clef Practice and performance skills  Sense of rhythm and reading rhythm notation - crotchets and quavers  Music technology - handling and remixing using loops, samples, and MIDI data.</p>	<p><b>Assessment of keyboard performance level.</b></p> <p>Formative teacher and peer feedback throughout practical activities.</p> <p>Self-reflection</p>	N/A
3	<p><b><u>PROGRAMMATIC MUSIC</u></b>  Students are introduced to orchestral instruments through a whole class ensemble performance of In the Hall of the Mountain King. Students are given time to appraise the effectiveness of this piece and learn the right-hand tune, utilising the correct hand technique and notation (pitch and rhythm) knowledge. Students explore the importance of timing further, utilising a metronome and having the opportunity to try conducting the whole class. A selection of instruments is included for students to explore and experiment with, timpani, bass drum, double bass and xylophones. Students then explore and appraise the orchestral sounds used by Saint-Saens, Prokofiev and Mussorgsky. Using Pictures at an Exhibition as a stimulus, students are tasked to compose a rondo piece of programmatic music using a DAW (Band Lab) to their own unique story of a journey.</p>	<p>Various percussion - timpani, drum kit, bass drum, xylophone  Double Bass pizzicato  Sense of pulse and rhythm and reading rhythm notation  Keyboard finger technique  Treble and Bass Clef  Appraising using key terminology.  Music technology - handling and remixing using loops, samples, and MIDI data.</p>	<p><b>Appraising assessment quiz on programme music, musical elements, and basic music theory.</b></p> <p><b>Assessment of programmatic composing on BandLab</b> and individual progress self-reflection.</p> <p>Formative teacher and peer feedback throughout practical activities.</p> <p>Self-reflection</p>	<p>Camille Saint-Saens  Sergei Prokofiev  Modeste Mussorgsky</p>

The curriculum at JKHS works as a spiral, skills from Year 7 are revisited in Year 8 and Year 9 through different modalities. Due to resource availability and to give students the best possible experience, the termly units above may be taught in a different order to allow all groups to use the best equipment. Knowledge expectations and teaching is adapted dependent on what has been studied previously.