

Landau Learner Curriculum Overview

Subject: Music

Director of Learning: NGH

Year: 7

Curriculum organisation				
Students are taught in mixed ability for the equivalent of two single lessons per fortnight. Topics are termly and students are taught about a wide range of historical and contemporary musical features including, musicians, musical movements and cultural influences. Skills spiralled throughout projects. Where possible projects follow a chronology from one to the next, allowing us to go into greater depth with contextual connections.				
What topics will students be studying this year? Includes links to National Curriculum, Curriculum Intent and Prior Related Learning*				
Term 1: Rhythm & Pulse	Term 2: Music and Media	Term 3: Music Technology	Term 4: Ukulele	Term 5: The Beauty of Baroque
Formal elements: Dynamics, Tempo, Texture, Call & response, Pulse. Practice: Performance based on the traditions of Samba and African Drumming. Contextual Sources: Samba, Espirito and Jalikunda	Formal elements: Adverts, Jingle, Ident, Instrumental, Song, tempo, Scales, Chords Major and Minor Keys. Practice: Composing an original piece of music to reflect a chosen advert. Contextual Sources: Justin Timberlake, Elton John, Bastill	Formal elements: Layering, Samples/Loops, Arrangement, DAW, BPM, reverb and Delay. Practice: Composing an original piece of electronic music on the music production software. Contextual Sources: Sung, Calvin Harris, Ultrabeat, Peggy Gou	Formal elements: Chords, Finger Picking Technique, Scales, Tempo, Rhythm & Pulse. Practice: Performing a chord sequence alongside a melody on the Ukulele as a group. Contextual Source: Jake Shimabukuro, Eden Kai	Formal elements: Pluck, Strings, Ternary Form, Composer, Baroque Period. Practice: Performance and composition in the style of Baroque focusing on a popular song. Contextual Sources: Bach, Haydn, Vivaldi
Prior Learning: builds on KS2 curriculum developing musical performance. National Curriculum: Pupils will broaden their skill at sight-reading, improvisation & composition. Curriculum Intent: develop resilience and confidence in performance and rehearsal.	Prior Learning: Term 1: Composition, Structure National Curriculum: Create a melodic song-lines shaped by lyrics and/or harmonic intention. Curriculum Intent: use a variety of both historical and contemporary influences	Prior Learning: Understanding of rhythm, pulse, structure and major/minor scales. National Curriculum: Explore melodic line and simple structural ideas, e.g. ABA Curriculum Intent: Students are empowered to develop work which is highly skilled and reflective of popular musical trends.	Prior Learning: Understanding of rhythm, pulse, structure and major scales. National Curriculum: Explore melodic line and simple structural ideas. Curriculum Intent: Students are empowered to develop work which is highly skilled and reflective of popular musical trends.	Prior Learning: Understanding of the previous musical elements and musical features explored in terms 1-4. National Curriculum: the inclusion of bass lines and arrangement of parts will allow all learners to take part and to make meaningful progress. Curriculum Intent: students have regular opportunities to practice what they know, constantly building and deepening their knowledge and skills.
Equipment needed for sessions:		What can you do to support your child?		
Pencil, ruler, rubber, sharpener, Ball point pen.		Encourage your child to listen and watch the world of music around them. Take your child to concerts to hear how a live band/artist sounds first hand. Encourage your child to practice their musicianship skills.		
How will learning be assessed and progress measured?		Extension and enrichment activities:		
Composition & Performance.		Music Clubs, Band and School Shows.		