

Year 7: MUSIC - Musical Elements



West Kirby
Grammar School

Learning about this topic is important because:

It is an introduction to Music at Key Stage 3 which enables you to understand how music is created, performed, listened to and discussed. You will develop your understanding of the Musical Elements which are the building blocks of all music and learn how composers, performers and musicians use them to communicate ideas, moods and emotions. You will develop your musical vocabulary and begin to use technical language when performing, composing, listening, appraising and evaluating music. This unit provides the foundation for all future music learning at Key Stage 3, GCSE and beyond.

This builds on:

Links to the National Curriculum through performing, composing, listening, reviewing and evaluating music. It is the first topic studied in Year 7; however, many students may have explored some of the Musical Elements through primary music lessons, singing activities and instrumental learning. This unit introduces the core musical knowledge, understanding and vocabulary that will underpin future learning.

This leads to:

Applying your knowledge and understanding of the Musical Elements throughout all Key Stage 3 topics including Rhythm and Metre, Keyboard Skills, Orchestra, Jazz and Blues, Music History, African Music, Minimalism and Film Music. The Musical Elements and the acronym **DR T SMITH** are used throughout GCSE and A Level Music and become increasingly sophisticated as your musical understanding develops.

We will learn:

Technical

- How musicians control sound using their voice, percussion instruments and keyboards.
- How pitch, rhythm, tempo and dynamics can be performed accurately.
- How graphic notation and staff notation can be used as systems to communicate musical ideas.
- How musicians use technical vocabulary and symbols when performing and discussing music.

Constructive

- How the musical elements are used as the building blocks of music.
- How the musical elements work together to create music.
- How music is organised, constructed and developed.
- How composers manipulate the musical elements to create contrast and interest.

Expressive

- How the musical elements communicate mood, atmosphere, character and meaning.
- How composers and performers make artistic choices to influence an audience.
- How music can express emotions, tell stories and represent ideas from different cultures and times.
- How listening critically helps us understand the purpose and meaning of music.

We will develop/practise skills including:

- Resilience and confidence when you perform in front of others
- Communication and writing skills working in groups and writing about music.
- Listening to others and to music using your analytical skills
- Critical and Logical thinking through listening exercises and creating graphic scores
- Creating through Graphic Score planning and the composition task.
- Innovative thinking how represent a sound using symbols.
- Evaluation after your performance.

You could learn more about this topic by:



BBC Bitesize



Teaching Gadget



Elements Quiz

Some of the vocabulary that we will use includes:

Musical Elements: Pitch, Melody, Tempo (Allegro, Moderato, Adagio, Accelerando, Rallentando), Dynamics (pp, p, mp, mf, f, ff, cresc., dim., <, >), Duration, Texture, Timbre, Sonority, Articulation, Silence, Notation, Staff Notation, Stave, Graphic Notation, Graphic Score, Conjunct, Disjunct.

Your Teacher will assess your knowledge by:

- Completing retrieval tasks throughout the scheme to ensure that the learning of these elements is firmly embedded.
- Compose a piece of music working collaboratively in a small group, producing a graphic score and then performing and evaluating it.
- Completing an extended piece of writing using the musical elements to describe what they hear.
- Complete a Listening and Appraising Test on the unit of work.

Year 7: MUSIC – Rhythm and Metre



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Learning about this topic is important because: Rhythm and metre are the foundation of all music. In this topic, you will develop an understanding of pulse, beat and rhythm, learning how music is organised into bars using time signatures. You will explore note values, rests, dotted rhythms and ties through practical performance and written notation. Developing secure rhythmic skills will enable you to perform accurately, compose confidently and understand how rhythm creates structure, movement and character in music.

This builds on: The Musical Elements topic, particularly duration, tempo and notation. Students build on previous experiences of pulse and rhythm from primary school whilst developing greater confidence in reading, writing and performing rhythmic notation.

This leads to: Keyboard Skills, African Music, Singing, Jazz and Blues, Music Theory and all future Key Stage 3 topics. Secure rhythmic understanding underpins performance, composition, listening and appraising throughout Key Stage 3, GCSE and A Level Music.

We will learn:

Technical

- How to recognise, read and perform rhythmic notation accurately.
- How note values, rests, dotted notes and ties affect duration.
- How to identify and perform different time signatures.
- How to maintain a steady pulse whilst performing.

Constructive

- How rhythm is organised into bars using metre and time signatures.
- How rhythmic patterns are created, combined and developed.
- How notation records musical ideas accurately.
- How composers use rhythm to organise and structure music.

Expressive

- How rhythm creates movement, energy and character in music.
- How changes in metre influence the feel of a piece.
- How performers communicate musical ideas through rhythmic accuracy.
- How rhythm reflects musical styles from different cultures and traditions.

We will develop/practise skills including:

- Maintaining a steady pulse during individual and ensemble performances.
- Reading and performing rhythmic notation accurately.
- Identifying note values, rests and time signatures.
- Clapping, performing and composing rhythmic patterns.
- Writing rhythms using correct musical notation.
- Organising rhythms into bars using appropriate metre.
- Listening critically to identify rhythmic features.
- Applying rhythmic knowledge in practical performance tasks.
- Evaluating rhythmic accuracy using appropriate musical vocabulary.
- Developing confidence, resilience and precision when performing.

You could learn more about this topic by:



BBC Bitesize Music Theory



Teaching Gadget



Music Theory

Some of the vocabulary that we will use includes: Pulse, Beat, Rhythm, Metre, Time Signature, Bar, Bar Line, Semibreve, Minim, Crochet, Quaver, Semiquaver, Dotted Note, Rest, Tie, Accent, Simple Time, Duple Time, Triple Time, Quadruple Time, Waltz, March, Rhythm Grid.

Your Teacher will assess your knowledge by:

- Completing retrieval and rhythm activities throughout the topic.
- Reading and performing rhythmic notation accurately.
- Identifying note values, rests and time signatures.
- Writing rhythmic patterns using correct notation.
- Composing and performing original rhythmic phrases.
- Completing a listening and written assessment on rhythm and metre.

Year 7: MUSIC – Instruments of the Orchestra



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Learning about this topic is important because: The orchestra is one of the most important performing groups in Western music. In this topic, you will be introduced to the modern symphony orchestra and learn about its layout, instrument families and characteristic sounds. You will discover how instruments produce sound, how composers use different timbres to create musical effects and how musicians work together to perform as an ensemble. Through listening, performing and practical activities, you will develop a deeper understanding of how orchestral music is created and performed.

This builds on: The Musical Elements topic, particularly timbre, texture, dynamics and pitch. It also builds on previous experiences of listening to, performing and discussing music, whilst developing students' understanding of how different instruments create and control sound.

This leads to: Future Key Stage 3 topics including Keyboard Skills, Jazz and Blues, Folk and Fusion, Film Music and Minimalism. Knowledge of orchestral instruments, timbre and texture also supports GCSE listening, appraising and composition work.

We will learn:

Technical

- How instruments produce sound using different methods.
- How to identify instruments from the string, woodwind, brass and percussion families.
- How musicians perform accurately as part of an ensemble.
- How to use musical vocabulary to describe orchestral instruments and sounds.

Constructive

- How the orchestra is organised and arranged.
- How different instrument families work together to create texture.
- How composers combine timbres and sonorities to create musical effects.
- How individual musical parts contribute to a larger ensemble performance.

Expressive

- How composers use orchestral instruments to communicate mood and atmosphere.
- How timbre can influence the character and emotion of music.
- How listening critically helps us understand the purpose and meaning of orchestral music.
- How performers communicate musical ideas as part of an ensemble.

We will develop/practise skills including:

- Identifying orchestral instruments by sight and sound.
- Listening critically to describe and compare different timbres.
- Classifying instruments into their correct orchestral families.
- Performing confidently as part of a group.
- Following and maintaining an independent musical part.
- Working collaboratively within an ensemble.
- Using musical vocabulary accurately when discussing music.
- Analysing how composers use instruments and texture.
- Evaluating performances using appropriate musical language.
- Developing confidence when performing and sharing musical ideas.

You could learn more about this topic by:

- Listening to Benjamin Britten's *Young Person's Guide to the Orchestra*. (YPGO)
- Exploring the BBC Ten Pieces resources.
- Watching performances by professional orchestras.
- Using BBC Bitesize Music resources.
- Using the resources on Teaching Gadget to test that you can correctly identify the instruments

Some of the vocabulary that we will use includes: Orchestra, Symphony Orchestra, Strings, Woodwind, Brass, Percussion, Timbre, Sonority, Texture, Ensemble, Conductor, Section, Instrument Family, Pitch, Dynamics, Melody, Harmony, Accompaniment, Unison, Monophonic, Polyphonic, Homophonic, Violin, Violas, Cello, Double Bass, Piccolo, Flute, Clarinet, Bass Clarinet, Oboe, Cor Anglais, Bassoon, Double Bassoon, French Horn, Trumpet, Trombone, Tuba, Timpani, Side/Snare Drum, Triangle, Cymbals, Woodblock, Xylophone, Glockenspiel, Bass Drum, Castanets, Triangle, Tambourine, Gong/ Tamtam, Celeste, Tubular Bells and Piano. Untuned/Unpitched and Tuned/Pitched, pizzicato, arco, glissando, con sordino, single/double reed



BBC Bitesize



Teaching Gadget



YPGO

Your Teacher will assess your knowledge by:

- Completing retrieval and listening activities throughout the unit.
- Identifying instruments and instrument families from audio extracts.
- Using musical vocabulary to describe orchestral sounds and performances.
- End of unit test on Instruments of the Orchestra

Year 7: MUSIC – Exploring the Voice: Christmas Song



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Learning about this topic is important because:

Singing is one of the most accessible and important forms of music making. It will help you develop confidence, communication, listening and performance skills whilst working together as part of an ensemble. In this topic, you will learn and perform a Christmas song, developing your vocal technique and understanding how singers work together to create a balanced and expressive performance. You will explore how music communicates meaning and emotion and learn how performers engage an audience through their musical and artistic choices. Performing in the Christmas Concert.

This builds on:

Primary school singing activities and previous experiences of performing music individually and in groups. Students will apply their understanding of the Musical Elements, particularly pitch, rhythm, tempo and dynamics, whilst developing ensemble singing, listening and performance skills. Knowledge from Rhythm and Metre will also support accurate timing and coordination when singing as part of a group.

This leads to:

Further ensemble performance work throughout Key Stage 3 including: African Music, Keyboard Skills, Folk and Fusion, Jazz and Blues and in Year 10/11 - GCSE Performance. The vocal skills developed in this topic support all future musical learning. You will be given further opportunities to sing in the House Music Festival and Summer Concert as well as the opportunity to join in with extra-curricular music.

We will learn:

Technical

- How to develop breath control to support healthy and confident singing.
- How to warm the voice up – vocal exercises
- How clear diction helps an audience understand song lyrics.
- How to sing with accurate pitch and intonation.
- How to perform confidently as part of a vocal ensemble.

Constructive

- How singers work together to create a balanced ensemble sound.
- How texture can be created through different vocal parts.
- How musical elements combine to create an effective performance.
- How rehearsals help improve ensemble performances.

Expressive

- How singers communicate the meaning of lyrics to an audience.
- How vocal expression can communicate mood and emotion.
- How performers use dynamics and phrasing to shape a performance.
- How confidence and stage presence enhance audience engagement.

We will develop/practise skills including:

- Controlling your breathing to improve vocal quality and stamina.
- Singing with accurate pitch, rhythm and timing.
- Pronouncing lyrics clearly and confidently.
- Listening carefully to maintain balance within an ensemble.
- Working collaboratively to achieve a unified group performance.
- Following performance directions and responding to conductor cues.
- Using dynamics and expression to communicate meaning.
- Building confidence when performing in front of others.
- Evaluating your own singing and the performances of others
- Reflecting on how music can create atmosphere and emotion.

You could learn more about this topic by:

- Watching professional choir performances. – Links will be provided through edulink to music that you need to learn.
- Exploring Christmas songs from different cultures and traditions.
- BBC Bitesize Music.
- Young Voices performances and resources.

Some of the vocabulary that we will use includes:

Breath Control, Diction, Intonation, Pitch, Rhythm, Tempo, Dynamics, Ensemble, Choir, Unison, Harmony, Texture, Balance, Phrasing, Expression, Audience, Performance, Rehearsal, Vocal Technique, Stage Presence.

Your Teacher will assess your knowledge by:

- Participating fully in vocal warm-ups and rehearsal activities.
- Demonstrating improvement in breath control, diction and intonation.
- Performing a Christmas song as part of an ensemble.
- Evaluating your own performance and the performance of others using musical vocabulary.
- Completing retrieval and listening activities throughout the topic to reinforce learning.

Year 7: MUSIC – Staff Notation and The Keyboard



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Learning about this topic is important because: Learning to read staff notation and play the keyboard is an essential musical skill that allows musicians to perform, compose and communicate music accurately. In this topic, you will explore how notes are organised on the stave and keyboard, learn the names and positions of notes, and understand how sharps, flats and naturals alter pitch. Through practical keyboard work and music reading, you will develop the confidence to perform simple melodies whilst building the theoretical knowledge needed for all future music learning.

This builds on: The Musical Elements, Rhythm and Metre and previous experiences of singing and performing. Students apply their understanding of pitch, rhythm, pulse and notation whilst developing practical keyboard and music reading skills.

This leads to: Major Scales, Key Signatures and Accidentals, Tonic Triads, Chords and Intervals, Jazz and Blues and GCSE Music. Reading staff notation and performing on the keyboard underpin future performance, composition, listening and music theory.

We will learn:

Technical

- How to read notes on the treble and bass staves.
- How to locate notes accurately on the keyboard.
- How to use correct posture, hand position and fingering.
- How sharps, flats and naturals alter pitch.

Constructive

- How staff notation represents musical ideas.
- How the layout of the keyboard helps us understand pitch.
- How notation and keyboard skills work together to create music.
- How melodies are organised and performed using notation.

Expressive

- How performers communicate musical ideas through accurate performance.
- How dynamics and articulation enhance musical expression.
- How confidence develops through practical music making.
- How reading music enables musicians to perform a wide range of repertoire.

We will develop/practise skills including:

- Reading notes accurately from the treble and bass staves.
- Locating notes quickly on the keyboard.
- Performing simple melodies with correct rhythm and pitch.
- Using appropriate keyboard fingering and technique.
- Recognising sharps, flats, naturals and accidentals.
- Applying staff notation during practical performance.
- Listening carefully to improve accuracy and fluency.
- Developing confidence when performing independently.
- Evaluating performances using appropriate musical vocabulary.
- Building speed, accuracy and resilience through regular practice.

You could learn more about this topic by:



BBC Bitesize Notation



Teaching Gadget



Music Theory

Some of the vocabulary that we will use includes: Staff, Stave, Treble Clef, Bass Clef, Ledger Lines, Line Notes, Space Notes, Middle C, Keyboard, Octave, Pitch, Melody, Fingering, Left Hand, Right Hand, Sharp, Flat, Natural, Accidental, Tone, Semitone, Rhythm, Pulse.

Your Teacher will assess your knowledge by:

- Completing retrieval and notation activities throughout the topic.
- Reading notes accurately from the treble and bass staves.
- Identifying notes and accidentals on the keyboard.
- Performing simple melodies using correct rhythm, fingering and pitch.
- Demonstrating secure understanding of staff notation through written and practical tasks.
- Completing a keyboard performance and a music theory assessment.