

## Year 7 Curriculum Overview Music 2023-24

Year 7 Music – 2 lessons per cycle.	Autumn Term 1 (22/23)	Autumn Term 2 (22/23)	Spring Term 1 (22/23)
Unit Title	The Elements of Music & Notation	Keyboard Skills & Notation	The Orchestra
Approximate Number of Lessons	7 Lessons	7 Lessons	6 Lessons
Curriculum Content	<p>This unit introduces the students to the Musical elements (Tempo, Timbre, Texture, Pitch, Duration etc.) Students learn to identify key elements of music through listening and performing tasks and begin to use these to describe/analyse music in short and long answer form.</p> <p>Students will focus on rhythmic notation.</p> <p>Students will learn to play a part in a class performance (Performing Together)</p> <p><i>Music elements, notation and performing skills are both central core components across KS3/KS4 and KS5.</i></p>	<p>Students will learn about different keyboard instruments in this topic. They will learn to identify the notes on a piano keyboard and begin to understand stave notation for the treble clef.</p> <p>Students will continue to practise describing the elements of music through a range of listening tasks/starters and continue to develop their rhythmic notation skills.</p> <p>In performance, students will learn to play a short solo piano piece.</p> <p><i>Music elements, notation and performing skills are both central core components across KS3/KS4 and KS5.</i></p>	<p>This unit introduces the instruments found in the four families of the orchestra; Strings, Woodwind, Brass and Percussion. Students will watch and listen to a variety of videos and pieces to help them to identify families of instruments as well as individual orchestral instruments from each family.</p> <p>The performing element of the unit will be an orchestral piece performed by the class on keyboards (programmed to sound like a specific orchestral instrument) and class percussion.</p>
Links to prior learning	It is assumed that students will arrive with a variety of different musical experiences	Developing appraising skills to identify musical features aurally. Developing notation.	Developing notation, rhythm, keyboard and aural skills.

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<b>Cultural Capital Opportunities</b>	<p>These YouTube videos will help you to consolidate your learning of the elements outside of lessons.</p> <p><u>Basic Introduction to the Elements videos</u>  <a href="https://www.youtube.com/watch?v=V7JHdl_9sqw">https://www.youtube.com/watch?v=V7JHdl_9sqw</a>  <a href="https://www.youtube.com/watch?v=bYT3FPSJDTE">https://www.youtube.com/watch?v=bYT3FPSJDTE</a>  <u>Parts of a Song Video</u>  <a href="https://www.youtube.com/watch?v=fTWH7Fpeps">https://www.youtube.com/watch?v=fTWH7Fpeps</a>  <u>A more in depth/challenging video</u>  <a href="https://www.youtube.com/watch?v=e-LOaLVV7_c">https://www.youtube.com/watch?v=e-LOaLVV7_c</a></p>	<p>Naming the notes on the piano.  <a href="https://www.youtube.com/watch?v=iq3jl25SQSo">https://www.youtube.com/watch?v=iq3jl25SQSo</a>            Students/families can find a virtual piano online or use your own keyboard.  <a href="https://virtualpiano.net/">https://virtualpiano.net/</a> Students may also like to explore the range of easy piano tutorials available on YouTube for a range of popular and classical piano pieces.</p> <p>Students/families can plan to watch a performance on YouTube of a piano concerto or attend a live concert featuring a piano concerto.</p>	<p>A Young Person's Guide to the Orchestra – Animation  <a href="https://www.youtube.com/watch?v=fTWH7Fpe_ps">https://www.youtube.com/watch?v=fTWH7Fpe_ps</a>            The instruments of the orchestra  <a href="https://www.youtube.com/watch?v=EfedKdqXWc&amp;t=41s">https://www.youtube.com/watch?v=EfedKdqXWc&amp;t=41s</a>            Students/families can then plan to listen to a performance on the radio, tv or attend a live performance.</p>
	<p>Students/Families can listen to a range of styles; Rock, Pop, Classical, Blues, Jazz, Country. Discuss the use of instruments and the elements of music heard.</p>	<p>Mozart Piano Concerto K246  <a href="https://www.youtube.com/watch?v=bxUI4DeoW Gg">https://www.youtube.com/watch?v=bxUI4DeoW Gg</a>            Rachmaninoff Piano Concerto No 2 Op 18  <a href="https://www.youtube.com/watch?v=rEGOihjqO9 w&amp;t=156s">https://www.youtube.com/watch?v=rEGOihjqO9 w&amp;t=156s</a>            Grieg Piano Concerto in A Minor  <a href="https://www.youtube.com/watch?v=KjxAxpZUxQ">https://www.youtube.com/watch?v=KjxAxpZUxQ</a></p>	<p>Opportunities can be taken afterwards to discuss the instruments and elements of music heard together.  <a href="#">Prokofiev's Peter &amp; The Wolf with Alexander Armstrong and the London Mozart Players - YouTube</a></p>
<b>Assessment Focus</b>	<p>Listening Assessment 1            Class Performance Assessment</p>	<p>Listening Assessment 2            Keyboard Solo or Ensemble Performance.            Rhythmic Notation Assessment.</p>	<p>Melodic Notation Assessment.            Instruments of the Orchestra Assessment Class            Performance Assessment</p>
<b>Name of Knowledge Organiser</b>	<p>Year 7 The Elements KO Autumn Term 1</p>	<p>Year 7 Keyboard Skills KO Autumn Term 2</p>	<p>Year 7 The Orchestra KO Spring Term 1</p>

Continued.....

Year 7 Curriculum Overview Music 2023-24

Year 7 Music – 2 lessons per cycle.	Spring Term 2 (22/23)	Summer Term 1 (22/23)	Summer Term 2 (22/23)
Unit Title	Film Music	Structure & Form	Indian Music
Approximate Number of Lessons	6 Lessons	6 Lessons	7 Lessons


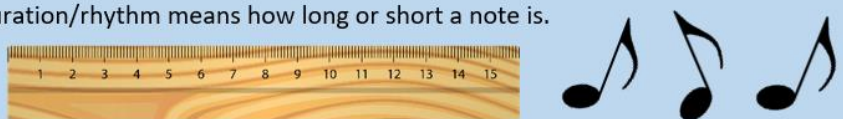


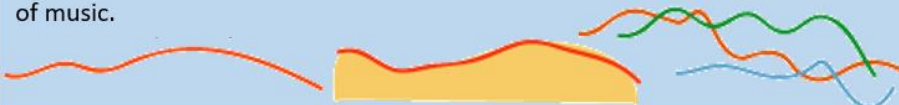

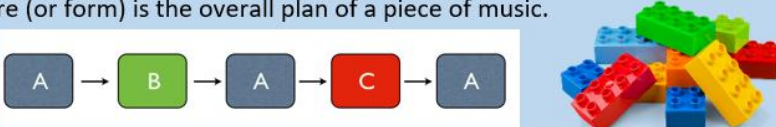
## Year 7 Curriculum Overview Music 2023-24

<p><b>Curriculum Content</b></p>	<p>Students are introduced to types of film music and develop their analysis skills learnt in Term 1 by suggesting ways that composers use different elements of music and instruments to evoke mood, tension, and atmosphere.</p> <p>Students will learn about Leitmotifs which are used to represent characters, place or emotions in films often linking them together.</p> <p>Students will continue to learn about orchestral instruments, families, and sonorities and how film music composers utilise these instruments for maximum effect.</p> <p>Performance Task linked to Film Themes/Leitmotifs.</p> <p><i>Film Music is a strand for Eduqas GCSE Music AOS3.</i>  <i>Music elements and keyboard skills are both central core components across KS3/KS4 and KS5.</i></p>	<p>Students will look at a range of musical structures across styles and periods with an emphasis on Western Classical Tradition.</p> <p>Students will compose a Binary or Ternary piece.</p> <p>Students will focus on pitch and notation skills.</p> <p>Students will experiment in groups to generate compositions and will also use notation to complete their own Binary or Ternary compositions.</p> <p><i>The Western Classical Tradition is a strand for Eduqas GCSE Music AOS1.</i></p>	<p>Students will learn about the cultural context of Classical Indian Music, its instruments, artists, performances and structure. Students will learn about new key features such as Raga, tala and drone.</p> <p>Through listening tasks, students will identify musical features aurally. Students will use their percussion and keyboard skills to improvise using a raga structure.</p> <p>Indian Music/Performance of an Alap and Gat Piece with improvisation.</p> <p>Revision tasks for the End of Year Exam.</p> <p><i>An appreciation of Classical Indian Music will feed into the later study of Bhangra which is a part of a strand for Eduqas GCSE Music AOS4.</i></p>
<p><b>Links to prior learning</b></p>	<p>Developing appraising skills to identify musical features and orchestral instruments aurally and going further to describe how these link to mood, tension or atmosphere.</p>	<p>Using learnt notation skills to write down their own compositions</p>	<p>Developing an appreciation for different styles and genres of music. Recognising and understanding different structure types in music. Building performance confidence to improvise around a given set of notes.</p>

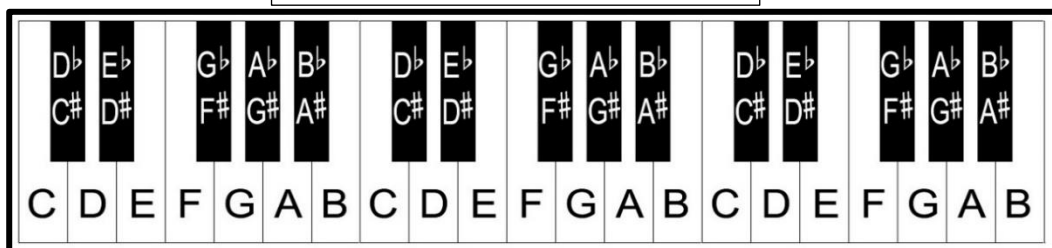
## Year 7 Curriculum Overview Music 2023-24

<b>Cultural Capital Opportunities</b>	<p>Watch an action adventure film at the cinema or at home together.</p> <p>Discuss how the music added to the excitement of the film.</p>	<p>Watch a Prom concert on YouTube.</p>	<p>Watch a live recording of a Classical Indian Music performance. This is Ravi Shankar a very famous artist.</p> <p><a href="https://www.youtube.com/watch?v=IIQrUZLyATo">https://www.youtube.com/watch?v=IIQrUZLyATo</a></p> <p>Discuss the instruments you can see and hear and tell your family about what you are learning about in lessons.</p>
<b>Assessment Focus</b>	<p>Extended Writing Assessment - Jaws Film Theme Performance Assessment</p>	<p>Structure and Form Assessment Composition Assessment</p>	<p>End of Year Exam including questions on Indian Music. Improvisation Assessment</p>
<b>Name of Knowledge Organiser</b>	<p>Year 7 Film Music KO Spring Term 2</p>	<p>Year 7 Structure &amp; Form KO Summer Term 1</p>	<p>Year 7 Indian Music KO Summer Term 2</p>

# Year 7 The Elements Knowledge Organiser Autumn Term 1 (23/24)

<b>Pitch</b>	Pitches is how high or low a piece of music, or a particular note, is. 
<b>Rhythm/Duration</b>	Duration/rhythm means how long or short a note is. 
<b>Dynamics</b>	Dynamics are how loud or quiet the music is played. 
<b>Tempo</b>	Tempo is how fast or slow a piece of music is played. 
<b>Texture</b>	Texture describes how melodies, rhythms and harmonies are layered in a piece of music. 
<b>Timbre/Sonority</b>	Timbre (or sonority) describes the particular sound quality of an instrument or voice. 
<b>Structure</b>	Structure (or form) is the overall plan of a piece of music. 

## The Notes of the Piano Keyboard



## Note Values

This is a *Rhythm Tree* – it is designed to help you identify what the symbols for different note values are, and how they relate to one another. Here are the note values!

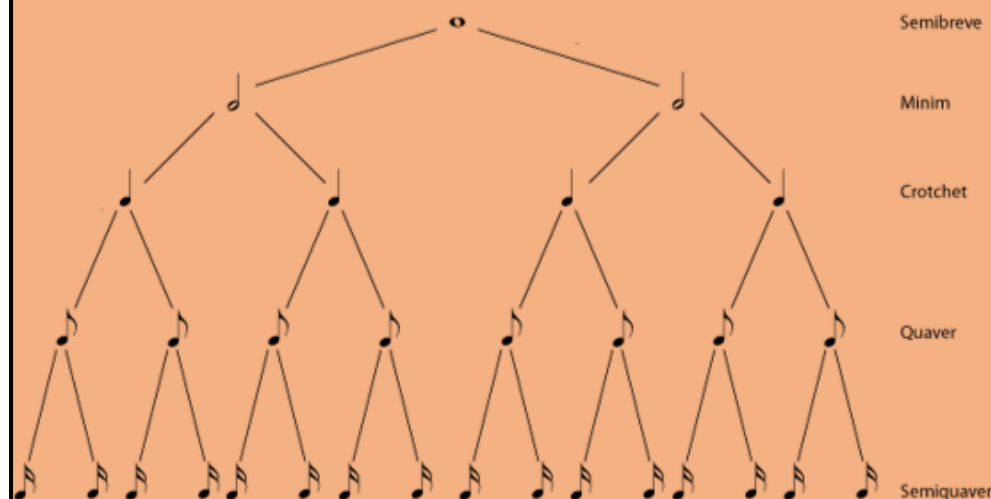
**Semibreve = 4 beats**













**Minim = 2 beats**

**Crotchet = 1 beat**

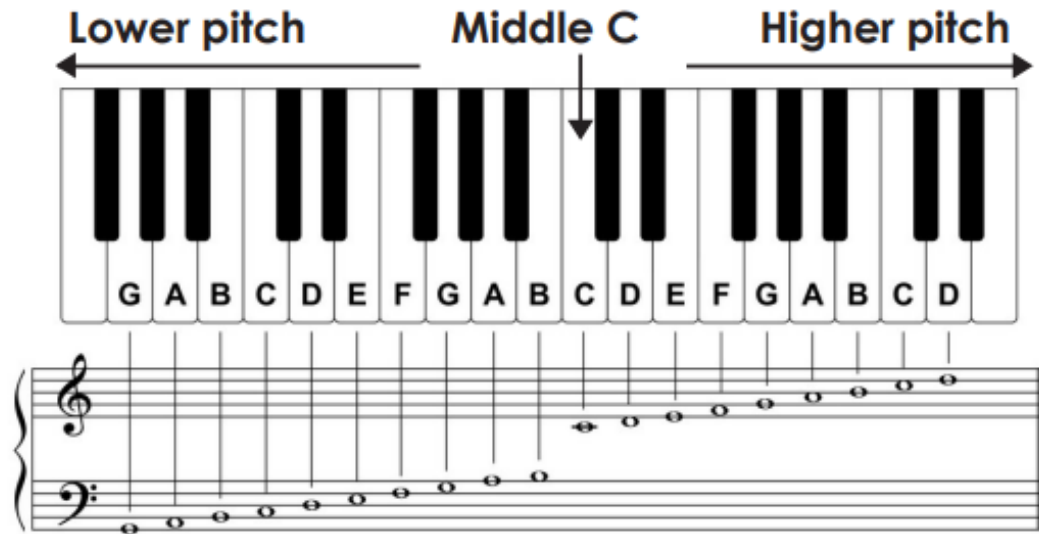
**Quaver = ½ beat**

**Semiquaver = ¼ beat**



	1	2	3	4
Crotchet				
Quaver				
Semi-quaver				

# Year 7 Keyboard Skills Knowledge Organiser Autumn Term 2 (23/24)



## Treble clef notes:

Notes from **MIDDLE C** going up in pitch (all of the white notes) are called a **SCALE**



Every Green Bus Drives Fast

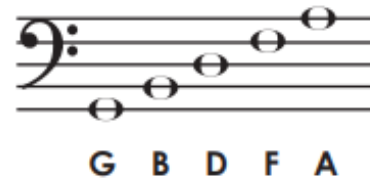


Notes in the **SPACES** spell "FACE"

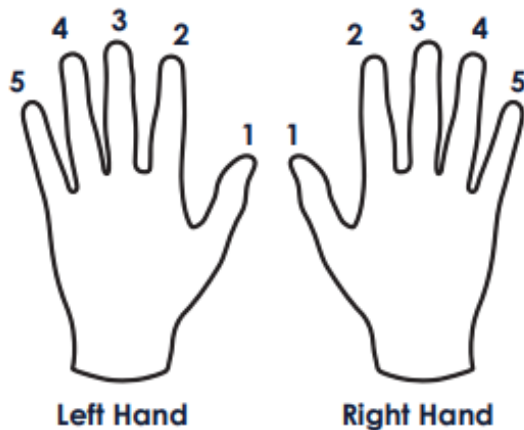


## Bass clef notes:

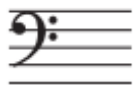
Green Buses Drive Fast Always



All Cows Eat Grass



The left hand plays the lower notes on the **bass clef**



The right hand plays the higher notes on the **treble clef**




Semibreve = 4 beats

Minim = 2 beats

Crotchet = 1 beat

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

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

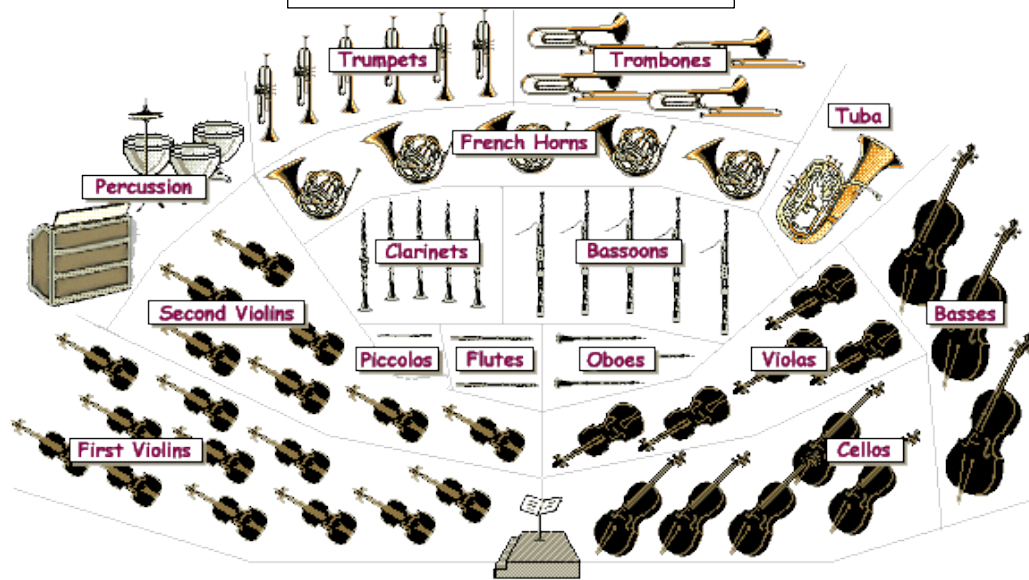


## Year 7 The Orchestra Spring Term 1 (23/24)

### The Four Orchestral Families



### The Layout of the Orchestra



### Key points to learn

1. Orchestra	A large <b>ensemble</b> of musicians divided into 4 families of musical instruments.
2. Ensemble	A group of musicians
3. Conductor	Stands at the front of the orchestra and directs it using a <b>baton</b> (the 'stick' they hold)
4. <b>Strings</b>	<b>Violin, Viola, Cello, Double Bass</b> - Made from wood and have strings usually played with a bow ( <b>Arco</b> ) and be plucked ( <b>Pizzicato</b> )
5. <b>Woodwind</b>	<b>Piccolo, Flute, Clarinet, Oboe, Bassoon</b> - 2 subsections flutes and <b>reed</b> instruments. The saxophone is also woodwind but rarely used in orchestras.
6. <b>Brass</b>	<b>Trombone, Trumpet, French horn, Tuba</b> - there are many more brass instruments but mainly used in Brass Bands. Made from metal and the sound is made by 'buzzing' through the mouthpiece.
7. <b>Percussion</b>	<b>Glockenspiel, timpani, snare drum, triangle</b> - includes a vast range of instruments which sound when hit, struck, scraped or shaken. " sub categories tuned and un-tuned.

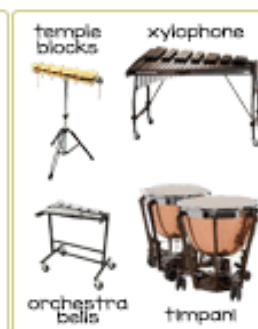
### Key points to learn

8. Pitch	The highness or lowness of a sound or musical note. The <b>smaller</b> the instrument the <b>higher</b> the pitch
9. Sonority/ timbre	Describes the unique sound or tone quality of different instruments and the way we can identify orchestral instruments. Sonority can be described by many different words including- velvety, screechy, throaty, rattling, mellow, chirpy, brassy, sharp, heavy, buzzing, crisp, metallic, wooden etc.

### Un-Tuned or Non-Pitched Percussion



### Tuned or Pitched Percussion





## Describing Film Music using the Elements

Dynamics (Volume)	Forte	Loud volume.
	Piano	Soft volume.
	Crescendo	Gradually getting louder.
	Sforzando	Suddenly loud.
Pitch (How high or low the notes sound)	Conjunct	Moving stepwise to next door notes.
	Disjunct	Moving by leaping from note to note.
	Ascending	A melody going up.
	Descending	A melody going down.
	Chromatic	Using conjunct black and white keys (semitones).
Tempo (Speed)	Slow	Can create suspense, tension or a sad mood.
	Fast	Can create action and excitement.
	Accelerando	Gradually getting faster.
Harmony (Chords)	Major	A happy, optimistic sound.
	Minor	A sad and serious sound.
	Dissonance	Scary and clashing sound.

## Instruments and Musical Clichés

**Masculine Instruments:** Brass and drums are often used to represent masculine characters and war or action scenes.

**Feminine Instruments:** Strings, Woodwind and Harps often depict moments of reflection, sadness or romantic scenes.

**Strings:** Can also be used to create low, long sustained notes for tension and high-pitched eerie sounds for suspense.

Tremolo strings (fast repeated bowing) can create tension and drama.

## Music for Film

## Genres of Films

### Movie Genres

Animation	Historical
Action	Horror
Adventure	Musical
Biography	Mystery
Comedy	Romance
Crime	Science fiction
Drama	Thriller
Documentary	War
Fantasy	Western

## Types of Film Music

**Film Theme:** This is a memorable piece of music that is usually used at the beginning or end of a film so that the audience remember it and link it with the film.

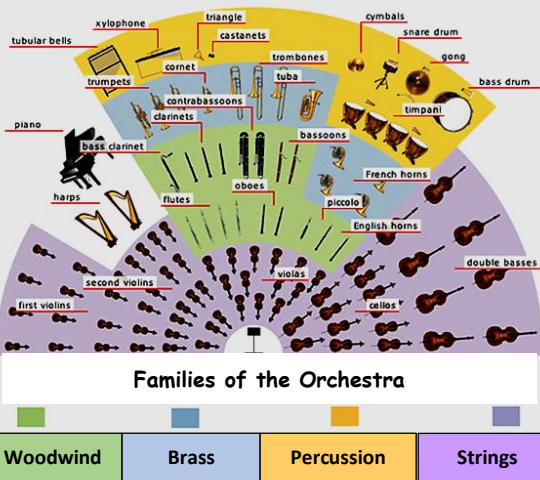
**Leitmotif:** A melody which represents a certain character, emotion, or place. Most characters have their own recurring theme.

**Background Music:** This type of music adds emotion, tension, atmosphere and effect to a film scene.

**Sound FX:** a sound other than speech or music made artificially for use in a play, film, or other broadcast production.

**Diegetic Music.** This is music which forms part of the storyline and can be heard by the actors on screen. Eg a radio or instrument played by an actor.

**Soundtrack:** This music is a collection of music from throughout the film which is often sold separately on CD alongside the release of the film.



## Playing Film Themes - Keyboard Skills

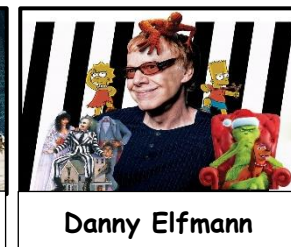
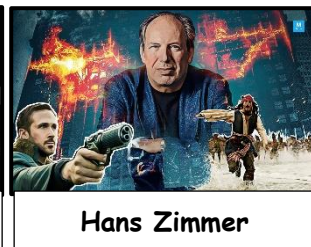
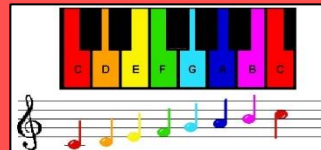


Use all your fingers and thumbs, NOT just one finger. Use the tips of your fingers.

Keep your eyes on the music.

Learn short sections and play over several times to improve your fluency.

Remember to look at the pitch of the notes. Are they going up or down?

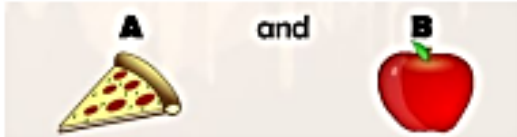




The **FORM** or **STRUCTURE** is the overall plan of a piece of music.

### BINARY FORM (AB)...

is a musical structure with **TWO contrasting sections**. The first section is labelled as **A** and the second section is labelled as **B**. Sometimes, the sections are repeated.



Listen to 'Overture' from Messiah by Handel. You should hear a clear change in the music. How do the two sections **contrast**?

### TERNARY FORM (ABA)...

is a musical structure with **THREE sections**. The first and third section are labelled **A** and are very similar. The middle section **B contrasts** with the two outer sections.



Listen to 'Hornpipe' from Water Music by Handel. Can you hear when the 'A' section returns?

### RONDO FORM (ABACABA)...

is a musical structure in which the main theme (**A**) keeps returning in between **contrasting episodes (B, C)**.



Listen to 'Presto' (movement IV) from The Joke Quartet by Haydn. Can you hear when the main theme returns? Why do you think it might be called 'The Joke Quartet'?

### VERSE CHORUS FORM...

is a musical structure that is common in popular music. It is built using two contrasting sections - the **VERSE** and the **CHORUS**.

The chorus is repeated several times throughout the song and contains the song's most memorable melody, called the **hook**.

There are sometimes other sections present in verse chorus form: **Intro, pre-chorus, bridge** and **outro**.

Listen to 'Your Song' by Elton John and follow the outline of the structure below.

Binary	a piece of music with two main sections! A B or A A B B	● ▲
Ternary	a piece of music with three sections, the third is a return to the first! A B A	● ▲ ●
Rondo	a piece of music with a return to the first section with a different section in between A B A C A	● ▲ ● ■ ●

Have you noticed that in each of the structures above, there is an element of **REPETITION** and/or an element of **CONTRAST**?

Repetition is where a section of the music is repeated.

Contrast is where one section of music is different to another.

There are a number of ways in which composers/songwriters create **contrast** between sections. These include: **low pitch/high pitch; a change in texture/ instrumentation; shorter notes/longer notes; a change in tempo (speed)**.

## READING NOTES ON THE TREBLE CLEF

**Treble Clef Notes**

**Line Notes**

**Space Notes**

### TIPS FOR READING NOTATION

- Learn a rhyme to help you remember the order of the notes on the **LINEs**, such as **EVERY GREEN BUS DRIVES FASTER**.
- Remember the rhymes always start at the bottom of the **stave (the five horizontal lines)**.
- Notice that the order of notes as you move up the scale is **ALPHABETICAL ORDER**, ending with **G**.

## Verse/Chorus Form

- Elton John's "Your Song":



- Intro
- Verse 1: "It's a little bit funny..."
- Chorus: "And you can tell everybody..."
- Verse 2: "I sat on the roof..."
- Chorus: "And you can tell everybody..."
- Outro



## Year 7 Indian Music Knowledge Organiser Summer Term 2 (23/24)

### Key vocabulary / concepts

### What knowledge is required:

<b>Raga</b>	Raga literally means color or mood. In music, it refers to the melodic modes or scales used for an Indian music performance. The Ragas are associated with different time or with seasons.
<b>Scale</b>	A <b>scale</b> is any set of <b>musical</b> notes ordered by pitch. A <b>scale</b> ordered by increasing pitch is an ascending <b>scale</b> , and a <b>scale</b> ordered by decreasing pitch is a descending <b>scale</b> .
<b>Pentatonic</b>	A pentatonic scale is a scale made up of 5 notes.
<b>Rhythm</b>	Different <b>lengths</b> of <b>notes</b> put in an order to create a pattern. It should be understood that there are normally 4 beats in a bar.
<b>Texture</b>	The relationship between the layers found in a piece of music.
<b>Structure</b>	The way a piece of music is laid out. Beginning-middle-end. (Alap, Jhala, Jhor, Gat)
<b>Sitar</b>	A plucked stringed Indian instrument, which often plays the melodic line. It is similar to the tambura, but has frets (like a guitar).
<b>Tabla</b>	A pair of Indian hand drums. One drum is tuned higher than the other. This instrument keeps the rhythm and tempo in a traditional Indian music performance.
<b>Improvisation</b>	Music created without rehearsal or preparation.
<b>Tala (Or 'Tal')</b>	is a repeating rhythm pattern usually played by the tabla. It usually contains between six and sixteen beats. The beats are grouped into small sections within the pattern.
<b>Tambura</b>	A long necked string instrument that usually plays the drone in a traditional Indian music performance.
<b>Tempo</b>	How fast a piece of music is (how many beats per minute)
<b>Ascending</b>	An ascending scale is one that progressively goes up in pitch.
<b>Descending</b>	A descending scale is one that progressively goes down in pitch.
<b>Drone</b>	A sustained or repeated chord or note. The tambura usually plays the drone in an Indian performance

### Instrumentation – Typical Instruments, Timbres and Sonorities

SITAR



TANPURA



SAROD



SARANGI



ESRAJ



HARMONIUM



BANSURI



SINGER



TABLA



### Artists, Bands & Performers of Indian

#### Classical Music



Ravi Shankar



Anoushka Shankar



Alla Rakha

