

Year 7 Music Mid Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Keyboard Skills		Rhythms of the World: West African Drumming		Offbeat: Reggae Music	
Big Ideas	Performing Musical Elements Music from different times and places		Performing Musical Elements Music from different times and places		Performing Musical Elements Music from different times and places	
Learning Goals	To be able to perform fluently and confidently on the keyboard, using treble clef notation		To be able to perform as part of large and small ensembles, using polyrhythms		To be able to perform as part of a small ensemble, using syncopated rhythms	
Key Knowledge	Layout of the keyboard Right hand playing position Treble clef notation Rhythmic symbols Chord/triad		Two playing techniques for the djembe Polyrhythmic playing Ensemble performance Composition and alternative notation		Layout of the keyboard Right hand playing position Treble clef notation Rhythmic symbols Chord/triad Ukulele playing position Ukulele chords	
Key Vocabulary	Keyboard, treble clef, crotchet, minim, semibreve, quaver, rhythm, pitch, chord, melody, octave, stave		Djembe, bass, tone, rhythm, polyrhythm, evaluation, ensemble, cyclical		Melody, chords, riff, ukulele, keyboard, rhythm, syncopated, offbeat, bass note/bass line, ensemble, texture	
Assessment	Practical assessment of keyboard playing at end of topic Self-assessment Live teacher feedback Do Now Knowledge quizzes Exit Ticket		Written evaluation of performance and composition at end of topic Self-assessment Live teacher feedback Do Now Knowledge quizzes Exit Ticket		Practical assessment of keyboard and/or ukulele playing at end of topic Self-assessment Live teacher feedback Do Now Knowledge quizzes Exit Ticket	
Performing mastery	I can perform accurately, fluently and confidently. I can demonstrate a mature approach to practice. I can use musical language to describe my work. I can use notation confidently.		I can perform accurately, fluently and confidently. I can demonstrate a mature approach to practice. I can use musical language to describe my work. I can use notation confidently.		I can perform accurately, fluently and confidently. I can demonstrate a mature approach to practice. I can use musical language to describe my work. I can use notation confidently.	
Composing mastery			I can make music appropriate to the style I can write down my musical ideas in an appropriate way. I can compose independently.			

Listening and appraising mastery	I can describe music in detail using the musical elements. I can identify musical devices.	I can describe music in detail using the musical elements. I can identify musical devices.	I can describe music in detail using the musical elements. I can identify musical devices.
Links to KS2 National Curriculum	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations Listen with attention to detail and recall sounds with increasing aural memory	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Develop an understanding of the history of music
Links to KS3 National Curriculum	Play and perform confidentiality in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression. Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres, and traditions. Listen with increasing discrimination to a wide range of music from great composers and musicians.	Play and perform confidentiality in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression. Develop a deepening understanding of the music that they perform and to which they listen, and its history. Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres, and traditions. Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres, and traditions. Listen with increasing discrimination to a wide range of music from great composers and musicians. Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.	Play and perform confidentiality in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression. Develop a deepening understanding of the music that they perform and to which they listen, and its history. Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres, and traditions. Listen with increasing discrimination to a wide range of music from great composers and musicians. Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.
Links to KS4 – OCR GCSE Music J536	AO1 – perform with technical control, expression and interpretation AO3 – demonstrate and apply musical knowledge AoS 2 – Concerto through time	AO1 – perform with technical control, expression and interpretation AO2 – compose and develop musical ideas with technical control and coherence AO3 – demonstrate and apply musical knowledge AO4 – use appraising skills to make evaluative and critical judgments about music AoS 3 – Rhythms of the World	AO1 – perform with technical control, expression and interpretation AO3 – demonstrate and apply musical knowledge AO4 – use appraising skills to make evaluative and critical judgments about music AoS 3 – Rhythms of the World AoS 5 – Conventions of Pop

Values	Character, Continuous Improvement, High Expectations, Knowledge and Leadership Resilience through individual practice of an instrument skill Respect of classroom expectations and the expectations of using musical instruments safely Leadership in ensemble playing
Alignment with long term plans and knowledge organisers	The mid term plan reflects the progression and content outlined in the long-term plan. Key vocabulary is reflected in the knowledge organisers Practical and theoretical elements are consistently aligned with the skills assessed in the KS4 curriculum.
Context	These units of work follow on from potential experiences at KS2 using a variety of instruments that students may have used before to further develop those musical skills.
Memory retrieval	Do Now activities, knowledge quizzes, cold-calling, think/pair/share, recap of previous tasks, building on topics as the year progresses