

## Year 7 LONG TERM PLANS



Performing Arts Faculty: Music	
YEAR 2017/2018	
Autumn term	
Half term 1	Half term 2
<p><b>Rhythms and rhythm notation</b>  <b>Aims:</b>                      To introduce students to the basics of rhythm and writing rhythms down</p> <p><b>Key Assessment Activity:</b>                      A short written test to assess the understanding of semibreves, minims, crotchets, quavers and semiquavers, and time signatures and bar lines.</p> <p><b>An introduction to piano skills</b>  <b>Aims:</b>                      To introduce pitch notation basic piano playing techniques, and to learn the notes in the musical alphabet.</p> <p><b>Key Assessment Activity</b></p> <ol style="list-style-type: none"> <li>1) A performance assessed against accuracy, fluency and technique.</li> <li>2) A short written test to assess students ability to identify notes on the stave using treble and bass clef.</li> </ol>	<p><b>Singing and notation</b>  <b>Aims:</b>                      To build confidence for performance , to develop techniques for controlling your voice and to understand the link between standard notation and pitch. Students will begin to use lead sheets to develop a performance.</p> <p><b>Key Assessment Activity:</b></p> <ol style="list-style-type: none"> <li>1) Group vocal performance (4 – 6 students) of a Christmas song, assessed against accuracy, fluency and technique.</li> <li>2) A short written test to assess the understanding of warm up, posture, mouth shape and projection.</li> </ol>
Spring term	
Half term 1	Half term 2
<p><b>An introduction to ukulele playing</b>  <b>Aims:</b>                      To introduce students to the basics of ukulele strumming patterns and chord boxes.</p> <p><b>Key Assessment Activity:</b>                      A short written test to assess the understanding of chord boxes and 'slash' rhythms.                      A group performance of a three-chord accompaniment pattern, in unison ('Five Years Time').</p>	<p><b>The Twelve Bar Blues</b>  <b>Aims:</b> To introduce the role of chord sequences and structure in composing in the popular style. Students are to become familiar with the basic 12-bar blues chord pattern and to use the three-line lyric structure to create their own Blues songs. In addition, students will start to develop a vocabulary for describing music, and develop their listening skills by investigating a style of music.</p> <p><b>Key Assessment activity:</b></p> <ol style="list-style-type: none"> <li>1) A short listening test to assess their understanding of the key features of the blues style.</li> <li>2) A group performance (between 2 and 4 students) of a song with accompaniment, based on features of the 12-bar blues.</li> </ol>
Summer term	
Half term 1	Half term 2

**Composing for beginner pianists****Aims:**

Students are to strengthen their understanding of the basics of piano playing by creating music to be learned as 'study pieces' for beginner pianists. This will also deepen their understanding of music notation.

**Key Assessment Activity:**

A written score and performance of at least one short beginner piano piece.

**Stand By Me – Group Performance****Aims:**

To develop students' musicianship through a group performance in 'parts'. Students will continue to use notation as a guide, and will produce a performance of 'Stand by me' that includes more than one 'part'.

**Key Assessment Activity:**

Group performance (in groups of between 3 and 6). Parts may be doubled, and students will be assessed on their fluency and accuracy, but also their ability to create an appropriate balance of sound.