



Year 7 Curriculum Overview for Music

Curriculum Intent: Year 7 Music introduces students to the building blocks of music through fun, practical activities. They learn to perform, compose, and listen with confidence, exploring rhythm, melody, and instruments from different cultures. The aim is to spark creativity, teamwork, and a love for music that grows throughout their school journey.

Unit	Assessment	Outline	Knowledge/Skills	Links to Prior Learning	Wider Knowledge/Literacy	Links to Careers/Employability Skills
7.1 Singing and the Elements	Students will be assessed on singing skills throughout the unit, building on progression from the previous lesson. Understanding of Musical elements will be part of the Mid-Point and End of Year Appraisal Assessment.	This unit of work is a foundation unit for KS3 Music, where students review the elements of music; Melody, Articulation, Dynamics, Tonality, Structure, Instrumentation and Texture; both through listening to examples and singing in context.	Knowledge (F) Students will understand that all music is made up of specific elements and will use the mnemonic 'MADTSHIRT' to remember them. (M) Students will use their knowledge of the elements of music to talk confidently about extracts and to support their performance and composition. Skills: 1) Sings more or less in tune, following contours of melody, 2) Sings in tune with musical expression, 3) Holds harmony line in a big group, 4) Uses voice as an instrument	KS2: listen with attention to detail and recall sounds with increasing aural memory – this is beginning of understanding musical elements. In this unit, students develop their knowledge of the specific musical elements and use them to appraise and perform using technical vocabulary.	BBC Bitesize – KS3 Music 'Music and How it Works' by Charlie Morland 'The AB Guide to Music Theory' by Eric Taylor Guided Reading - 'MADTSHIRT'	Skills: Staying positive, Listening, Teamwork. Singing skills and musical knowledge can lead to exciting careers such as professional vocalist, music teacher, vocal coach, composer, or sound engineer. These roles often involve understanding melody, harmony, rhythm, and dynamics to create or interpret music effectively. Singers may also work in theatre, film, or advertising, where expressive performance and musicality are key to storytelling and audience engagement.
7.2 Rhythm and Pulse	Students will be assessed on practical drumming skills and their ability to use their rhythmic knowledge to	Students will learn how to read and write rhythm notation using graphic, Kodaly and standard notation systems.	Knowledge: (F) Use staff and other relevant notations appropriately and accurately (M) Apply understanding of note duration and pulse to	KS2 - <ul style="list-style-type: none"> use and understand staff and other musical notations play and perform in solo and ensemble contexts 	BBC Bitesize – KS3 Music Youtube - 'The Rhythm Cafe' 'Music and How it Works' by Charlie Morland 'The AB Guide to Music Theory' by Eric Taylor	Skills: Teamwork, Listening, Problem Solving. A strong sense of rhythm and pulse is essential for careers such as drummer, percussionist, dance



	create their own compositions. Rhythm and Pulse will be part of the Mid-Point and End of Year Appraisal Assessment.	They will learn to play basic beats on the drum kit following notation and will write their own rhythmic compositions.	understanding time signatures and identifying them correctly. Skills: 1) Clap on/off beats, co-ordinate body percussion patterns 2) Play basic beats on kit in time, 3) Compose an effective piece which uses appropriate harmonic/rhythmic devices, 4) Compose using a limited range of musical ideas which involve given materials	<ul style="list-style-type: none"> improvise and compose music for a range of purposes <p>In Year 7, students become familiar with rhythm notation and can use it to read and write rhythms efficiently. This prepares them for composition and sight reading, working towards accurate ensemble and solo performance.</p>	Guided Reading - 'Duration and Rhythm' 'Kodaly'	instructor, music producer, or DJ. These professionals rely on precise timing and steady beats to lead ensembles, create engaging music, or guide dancers. Rhythm skills are also valuable in composing, conducting, and sound engineering, where maintaining tempo and coordinating musical elements are crucial for successful performances and recordings.
7.3 Melody Pitch and Patterns Ground Bass – Pachelbel's Cannon	Students will be assessed on keyboard fluency skills and their ability to read pitch from standard notation. Melody, Pitch and Patterns will be part of the End of Year Appraisal Assessment.	Students will learn how to read and write pitch by using Solfege and standard notation. They will learn how melodies are constructed, using their knowledge of note duration and adding pitch. They will learn and compose an effective ostinato.	<p>Knowledge</p> <ul style="list-style-type: none"> (F) use staff and other relevant notations appropriately and accurately (M) Apply understanding of pitch to decoding and playing written music on the keyboard. <p>Skills</p> <ol style="list-style-type: none"> 1) Follows performance directions in the moment, 2) Plays bass + chords together, or sing + play at same time, 3) Plays a simple part showing awareness of musicality, 4) Composes an idiomatic response to a given or chosen stimulus 	<p>KS2 -</p> <ul style="list-style-type: none"> use and understand staff and other musical notations play and perform in solo and ensemble contexts improvise and compose music for a range of purposes <p>In KS3, students learn how to read standard pitch notation for treble clef efficiently. They compose melodies, writing their ideas as standard notation. Reading pitch prepares them to play music by sight accurately, contributing to efficient performance skills.</p>	BBC Bitesize – KS3 Music Youtube 'C is to the left of the two black keys' 'Music and How it Works' by Charlie Morland 'The AB Guide to Music Theory' by Eric Taylor Guided Reading - 'Solfege and Pitch'	<p>Skills: Teamwork, Listening, Problem Solving.</p> <p>Reading pitch notation and composing melodies are key skills for careers such as composer, arranger, music teacher, film scorer, and choir director. These professionals create original music, write parts for different instruments or voices, and teach others to read and perform music accurately. Mastery of pitch notation and melody writing is also essential for orchestrators and music editors in the recording and entertainment industries.</p>



7.4 Ukulele Skills	Students will be assessed their fluency while playing the ukulele and their ensemble skills. Ukulele skills are not assessed using a written assessment.	Students will learn to play common chords on the ukulele by learning and performing a variety of songs. They will learn how to finger pick and play broken chords.	<p>Knowledge</p> <ul style="list-style-type: none"> (F) read chord diagrams for four basic ukulele chords, demonstrating understanding of how to translate the picture to a hand shape. (F) begin to read ukulele tab and play notes accurately. (M) vary harmonic rhythm and strum patterns. <p>Skills:</p> <ol style="list-style-type: none"> 1) Read chord boxes and play on ukulele, 2) Play chords at correct time, changing fluently, 3) Read tab on uke, 4) Plays a simple part showing awareness of musicality 	<p>KS2 -</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <p>In Year 7, students play as an ensemble taking account of accurate chords changes, timing and singing. They maintain two parts, ukulele and voice.</p>	BBC Bitesize – KS3 Music Youtube 'Counting Stars Ukulele playalong' 'Music and How it Works' by Charlie Morland Guided Reading - 'The Ukulele'	<p>Skills:</p> <p>Teamwork, Listening.</p> <p>Playing an instrument as part of an ensemble can lead to careers such as orchestral musician, band member, accompanist, or session player. These roles require teamwork, listening skills, and the ability to blend with others musically. Ensemble experience is also valuable for music educators, conductors, and composers, who need to understand group dynamics and how different instruments interact within a performance setting.</p>
7.5 Riffs and Hooks	Students will be assessed on guitar fluency skills and how well they can decode guitar tab. Riffs and Hooks will be part of the end of year appraisal assessment.	Students will learn to tell the difference between riffs and hooks, they will learn to read and play guitar riffs using guitar tab and write their own riffs.	<p>Knowledge</p> <ul style="list-style-type: none"> (F) Know the difference between a riff and a hook and will be able to identify them in songs. (F) understand what makes an effective riff. (M) Read the riff using guitar tab and translate the tab to hand shapes. <p>Skills:</p> <ol style="list-style-type: none"> 1) Read chord boxes and play on guitar/bass, 2) Read tab, play classic riffs on guitar/bass, 	<p>KS2</p> <ul style="list-style-type: none"> use and understand staff and other musical notations play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <p>In Year 7, students build on these skills by applying</p>	BBC Bitesize – KS3 Music Youtube 'Blinding Lights Guitar Tutorial' 'Music and How it Works' by Charlie Morland Guided Reading 'Riffs and Hooks – The exciting parts of a song'.	<p>Skills:</p> <p>Teamwork, Listening, Problem Solving, Creativity.</p> <p>Understanding song structure and writing riffs are vital skills for careers like songwriter, guitarist, music producer, or composer. These professionals craft catchy hooks, build engaging arrangements, and shape the overall flow of a song.</p>



			3) Composes an effective piece which uses appropriate harmonic/rhythmic devices, 4) Composes music which has a clear sense of style, structure, and purpose,	them to specific sections of a song (riffs and hooks) and using that knowledge to write and play their own riffs. They begin to read different types of notation, including guitar and bass tab.		Riff writing is especially important in rock, pop, and hip-hop, where memorable musical phrases drive a track's identity. These skills also support roles in music publishing, scoring, and live performance.
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