

Year 7 Music	
Unit 1 – Elements of Music	
Learning Objectives	
Pupils will discover the elements of music and how to apply them into a body percussion and percussion performance. They will develop their teamwork skills by working as part of an ensemble and then further enhance their performance by composing their own sections.	
What previous knowledge is required?	
No previous knowledge is required. Music teachers appreciate that most students have no prior experience of music.	
How will this term's content help with future learning?	
Learning about the Elements of Music provides pupils with the fundamental vocabulary and understanding needed for all future musical learning. Pupils will begin to understand how composers and performers use rhythm, melody, harmony, dynamics, tempo, texture and timbre to create musical ideas. These skills provide a strong foundation for future performing, composing, listening and analysing, enabling pupils to communicate about music with greater confidence and make informed musical choices.	
Common Misconceptions	
• “Music is just about talent.” Pupils may believe that musicians are either naturally talented or not. Emphasise that musical skills develop through practice, experimentation, feedback and perseverance. • “If I make a mistake, I have failed.” Mistakes are a normal part of musical learning and performance. Pupils should learn strategies for recovering and continuing. • “Playing the right notes is the same as making music.” Technical accuracy is important, but musicianship also involves expression, interpretation, communication and listening. • “Louder means better.” Pupils should understand that dynamics are a musical choice rather than an indication of quality. • “My part is more important than everyone else's.” Ensemble work requires pupils to understand their role within the whole musical texture. • “Composition means making something complicated.” Effective compositions can be simple, provided the musical ideas are purposeful, developed and appropriate to the intended outcome. • “Music theory is separate from practical music-making.” The elements and theoretical concepts should continually be connected to performing, composing and listening. • “You have to be a singer to sing.” All pupils can develop healthy vocal technique and confidence through appropriate practice and support.	
National Curriculum / Specification	
The National Curriculum for Music stipulates that pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness, and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles. Pupils should be taught to: • play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression	

- improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- identify and use the interrelated dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
- listen with increasing discrimination to a wide range of music from great composers and musicians
- develop a deepening understanding of the music that they perform and to which they listen, and its history

Unit 2 – Keyboard Skills

Learning Objectives

Pupils will learn how to play the keyboard, using correct finger position posture. For those who can already play, their skills will be pushed further. Pupils will work together, firstly as a class ensemble and then in pairs and as a solo performer. They will explore different genres of music.

What previous knowledge is required?

No previous knowledge is required. Music teachers appreciate that most students have no prior experience of music.

How will this term's content help with future learning?

Developing Keyboard Skills gives pupils a practical foundation that can be transferred to future performance and composition work. Pupils develop coordination, rhythm, pitch accuracy, notation reading, posture and ensemble skills while becoming familiar with the layout of the keyboard. These skills will support future work with melody, harmony, chords and composition, while also providing pupils with greater independence when creating and performing music.

Unit 3 – Film Music Leitmotif

Learning Objectives

Pupils will use the skills they have acquired from the Elements of Music SOW, in order to be able to identify features that make leitmotifs effective. Pupils will use the skills they have acquired from the Keyboard SOW to perform famous leitmotifs.

What previous knowledge is required?

No previous knowledge is required. Music teachers appreciate that most students have no prior experience of music.

How will this term's content help with future learning?

The Film Music – Keyboard Leitmotif unit builds on pupils' understanding of the Elements of Music and their developing keyboard skills. Pupils learn how composers use recurring musical ideas to represent characters, emotions and settings, helping them understand how music can communicate meaning. This provides a foundation for future composition and analysis by encouraging pupils to consider how musical choices can support a narrative and create a specific response from an audience.

Unit 4 – Film Music Composition

Learning Objectives

Pupils will use the skills they have acquired from Elements of Music and Keyboard Skills SOW, to compose music to accompany a short story/film animation. They will explore different techniques to make a piece sound effective.

What previous knowledge is required?

No previous knowledge is required. Music teachers appreciate that most students have no prior experience of music.

How will this term's content help with future learning?

The Film Music – Composition unit develops pupils' ability to apply their musical knowledge creatively and independently. By composing music to accompany a visual stimulus, pupils learn how to develop, structure and refine musical ideas while considering mood, atmosphere and narrative. These skills provide an important foundation for more advanced composition, songwriting and production, where pupils will increasingly be expected to make purposeful musical decisions and evaluate their own work.

Unit 5 – Song Writing

Learning Objectives

Pupils will learn the origins of song writing and why it is so important in today's music. They will use the skills they have acquired in composition to compose their own parody song, based on a current a chart song.

What previous knowledge is required?

No previous knowledge is required. Music teachers appreciate that most students have no prior experience of music.

How will this term's content help with future learning?

The Parody Writing – Composition unit develops pupils' understanding of songwriting and the relationship between lyrics, melody, rhythm and structure. By adapting familiar musical ideas and creating their own lyrics, pupils develop creativity, lyric-writing skills and an understanding of how songs are constructed. This provides a strong foundation for future songwriting and composition, while encouraging pupils to develop their own musical identity and experiment with different musical ideas.

Unit 6 – Music Technology

Learning Objectives

Pupils will develop their understanding of GarageBand by creating an original ringtone using digital music technology. Pupils will learn how to select and manipulate sounds, record or input musical ideas, edit and arrange loops, and apply effects to create a short, engaging piece of music. Through the task, pupils will develop their creativity, sequencing and digital production skills while learning how musical elements such as rhythm, melody, tempo, dynamics and timbre can be used effectively within a short composition.

What previous knowledge is required?

No previous knowledge is required. Music teachers appreciate that most students have no prior experience of music.

How will this term's content help with future learning?

Learning to use GarageBand provides pupils with valuable skills that can be applied across future music lessons. Pupils develop an understanding of digital music technology, including recording, sequencing, editing, layering, loops and basic production techniques. These skills support future composition, songwriting and music production by enabling pupils to experiment with musical ideas, develop arrangements and refine their work using technology. GarageBand also encourages independent learning and creativity, giving pupils the confidence to use digital tools to create, record and share their own music. The skills developed will provide a strong foundation for more advanced music technology, composition and production work in later years.