



Key Stage 3 – Year 7 – MUSIC– CURRICULUM OVERVIEW

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes	Key Themes	Key Themes	Key Themes	Key Themes	Key Themes
<p>Raise Your Voice</p> <p><u>Voice Types</u> – Intro to soprano, alto, tenor, bass and changing voices.</p> <p><u>Music in the Liturgy</u> – Role of hymns and sung prayer in worship.</p> <p><u>Preparation for the Year 7 Welcome Mass</u> – Learning hymns, responses, and singing with unity.</p> <p><u>Vocal Technique</u> – Posture, breathing, tuning, tone and expressive singing.</p> <p><u>Ensemble Singing</u> – Listening, blending, part independence and basic harmony.</p> <p><u>Performance Skills</u> – Communicating meaning,</p>	<p>The Elements of Music</p> <p><u>The Elements of Music</u> – Introduction to basic elements such as pitch, rhythm, dynamics, tempo, texture, and structure.</p> <p><u>Reading Rhythm</u> – Learning note values from semibreves to semiquavers, including rests.</p> <p><u>Time Signatures & Bars</u> – Understanding simple time signatures (2/4, 3/4, 4/4) and how to count bars correctly.</p> <p><u>Graphic Scores</u> – Following and interpreting simple graphic notation to represent musical ideas.</p>	<p>Keys to Success</p> <p><u>Reading Pitch on the Treble Clef</u> – Notes on the staff plus ledger lines above and below.</p> <p><u>Keyboard Technique</u> – Correct hand position, finger numbers and smooth movement.</p> <p><u>Musical Phrasing</u> – Shaping melodies, breathing points, and playing musically.</p> <p><u>Time Signatures</u> – Performing confidently in 3/4 and 4/4, keeping a steady pulse.</p> <p><u>Single-Finger Chords</u> – Playing basic chord patterns using the keyboard’s chord mode.</p> <p><u>Auto-Accompaniment</u> – Using built-in rhythm styles to support melodies and create full arrangements.</p>	<p>Sonority</p> <p><u>Listening Skills</u> – Developing focused listening, identifying sounds, and recognising changes in musical texture.</p> <p><u>Families of the Orchestra</u> – Understanding strings, woodwind, brass and percussion, and how each family contributes to overall sonority.</p> <p><u>Recognising Individual Sonorities</u> – Identifying instruments by timbre and learning what makes each sound unique.</p> <p><u>Royal Liverpool Philharmonic Trip</u> – Experiencing a live orchestra, observing orchestral layout, and hearing sonorities in context.</p> <p><u>Class Orchestra Ensemble Work</u> – Performing as a group, exploring layered</p>	<p>Folk Music</p> <p><u>Folk Traditions of Ireland, Scotland, and England</u> – Exploring Irish, Scottish, and English musical cultures, regional styles, and characteristics.</p> <p><u>Folk Instruments</u> – Recognising and describing the roles of fiddle, tin whistle, accordion/concertina, bodhrán, guitar/bouzouki, and bagpipes.</p> <p><u>Folk Structures & Features</u> – Understanding common forms (AABB, verse–chorus), modes, drones, ostinati/riffs, and ornamentation.</p> <p><u>Arranging Folk Songs</u> – Creating class or small-group arrangements: intros/outros, drones, riffs, variation techniques, and simple counter-melodies.</p> <p><u>Ensemble Skills</u> – Rehearsing effectively,</p>	<p>Ready, Set... Band!</p> <p><u>Instrument Roles in Modern Music</u> – Understanding how guitar, bass, drum-kit, keyboard, and vocals each function within a band texture.</p> <p><u>Developing Aural Skills</u> – Using listening skills to stay in time, blend, recognise cues, and react to other performers.</p> <p><u>Band Performance Basics</u> – Learning the fundamentals of performing on a chosen instrument: – Guitar (chords & strumming) – Bass (root notes & simple lines) – Drum-kit (basic grooves & coordination) – Keyboard (chords & rhythmic playing) – Vocals (pitch, breathing, confidence)</p> <p><u>Ensemble Rehearsal Techniques</u> – Working</p>



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confidence, and rehearsal discipline.			textures, and combining classroom instruments to imitate orchestral sonorities.	blending parts, keeping steady pulse, and maintaining part independence. <u>Creativity & Interpretation</u> – Adapting traditional material, making musical decisions, and shaping performances to make them your own.	collaboratively, maintaining steady tempo, communicating musically, and building part independence. <u>Group Performance Project</u> – Creating a full band performance of “Riptide” (Vance Joy), focusing on accuracy, confidence, balance, and teamwork.
Assessment / Composite Tasks	Assessment / Composite Tasks	Assessment / Composite Tasks	Assessment / Composite Tasks	Assessment / Composite Tasks	Assessment / Composite Tasks
Ensemble Performance Assessment	End of Unit Listening Assessment	Solo performance assessment, ongoing summative assessment.	End of Unit Listening Assessment	Assessment of Folk Song Arrangements	Ensemble Performance Assessment