

**Yr.7 Unit**  
**1 Cycle 1**

<b>7 to 9</b>	<input type="checkbox"/> I can explain the different dynamics elements used in music <input type="checkbox"/> I can compose a piece that uses different dynamic tools and levels <input type="checkbox"/> I can compose and perform more complex rhythms in time with a pulse <input type="checkbox"/> I can recognise areas for improvement during rehearsal and alter either your own/ a group members part accordingly <input type="checkbox"/> I can lead a group perform	<b>Music Year 7: Cycle 1: Entry Unit</b> <b>An introduction to key music terminology with a focus on timing and rhythmic percussion work</b>		
	<b>6</b>	<input type="checkbox"/> I can describe the different dynamic elements used in music <input type="checkbox"/> I can follow dynamic changes in a performance <input type="checkbox"/> I can maintain a pulse at a constant BPM <input type="checkbox"/> I can compose and perform a simple rhythms in time with a pulse <input type="checkbox"/> I can recognise areas for improvement in others work and recommend ways to improve and develop	<b>WWW.</b>   <b>Even Better If (EBI)</b>   	Homework Task – 1) Create a definition card for one of the musical terms <b>Yes / No</b>  End of cycle assessment <u><b>Group percussion composition and performance</b></u>  Teacher Comments –
		<b>4/5</b>	<input type="checkbox"/> I can define the words tempo, dynamics, rhythm, pulse and texture <input type="checkbox"/> I can clap along with others to a simple pulse <input type="checkbox"/> I can perform a simple rhythmic pattern <input type="checkbox"/> I can compose a simple rhythm <input type="checkbox"/> I can perform rhythms that may be insecure against a pulse <input type="checkbox"/> I can recognise areas for improvement in own work	<b>Teacher Assessed Grade</b> Please circle <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: #008000; color: white; padding: 5px;">SAE</div> <div style="background-color: #00FF00; color: white; padding: 5px;">AE</div> <div style="background-color: #90EE90; color: black; padding: 5px;">E</div> <div style="background-color: #FFD700; color: black; padding: 5px;">BE</div> <div style="background-color: #FF0000; color: white; padding: 5px;">SBE</div> </div>
<b>My GCSE target grade is</b>			<b>Assessment Grade</b>	<u><b>Suggested reading</b></u> 1) ABRSM music theory grade 1
<b>Key Words / vocabulary.</b> <b>Rhythm, Pulse, Tempo, Dynamics, Pitch, Attack and Decay, Timbre, Texture, , Compose,</b>				

## Yr.7 Unit 1 Cycle 2

<b>7 to 9</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can successfully compose a piece and transcribe the parts into Graphic Notation</li> <li><input type="checkbox"/> I can explain how sound can be pictured on a graphic score</li> <li><input type="checkbox"/> I can provide simple reasoning as to how key musical features operate within a piece (dynamic/pitch changes, tempo, instrumentation etc.)</li> <li><input type="checkbox"/> I can lead a successful group performance</li> <li><input type="checkbox"/> I can compose creative/imaginative parts that match a set brief/story line</li> <li><input type="checkbox"/> I can perform with confidence and fluidity ensuring parts work well together</li> </ul>	<p><b>Music Year 7: Elements of Music: Cycle 2</b>  <b>A first look at ways to read and write music, focusing on graphic scores.</b></p>					
<b>6</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can follow and perform from a graphic score</li> <li><input type="checkbox"/> I can create a basic graphic score that others can follow</li> <li><input type="checkbox"/> I can explain the use of a graphic score</li> <li><input type="checkbox"/> I can recognise and describe simple musical characteristics through listening</li> <li><input type="checkbox"/> I can perform confidently as part of a group</li> <li><input type="checkbox"/> I can compose parts that successfully match a set brief/storyline</li> </ul>	<p><b>WWW.</b></p> <p>Homework Task –            1) Create a Graphic Score for your composition  <b>Yes / No</b></p> <p>End of cycle assessment –  <u>Group percussion composition and performance + creating a written graphic score to accompany the piece</u></p> <p>Teacher Comments –</p>					
<b>4/5</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can follow a graphic score</li> <li><input type="checkbox"/> I can create a graphic score and describe how it works</li> <li><input type="checkbox"/> I can hear changes to basic musical elements within a piece</li> <li><input type="checkbox"/> I can successfully compose and perform parts for a group composition</li> </ul>	<p style="text-align: center;"><b>Teacher Assessed Grade</b> Please circle</p> <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="background-color: #008000; color: white; padding: 5px;"><b>SAE</b></td> <td style="background-color: #00FF00; color: white; padding: 5px;"><b>AE</b></td> <td style="background-color: #90EE90; color: black; padding: 5px;"><b>E</b></td> <td style="background-color: #FFD700; color: black; padding: 5px;"><b>BE</b></td> <td style="background-color: #FF0000; color: white; padding: 5px;"><b>SBE</b></td> </tr> </table> <p><b>My GCSE target grade is</b>      <b>Assessment Grade</b></p> <p><b>Suggested reading</b>            ABRSM music theory grade 1  <u>Career focus</u>            Composer</p>	<b>SAE</b>	<b>AE</b>	<b>E</b>	<b>BE</b>	<b>SBE</b>
<b>SAE</b>	<b>AE</b>	<b>E</b>	<b>BE</b>	<b>SBE</b>			
<p><b>Key Words / vocabulary.</b>  <b>Rhythm, Pulse, Tempo, Dynamics, Pitch, Attack and Decay, Timbre, Texture, Graphic Score, Composition, Performance</b></p>							

## Yr.7 Unit 2 Cycle 3

<b>7 to 9</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can find and clap along to the core pulse from different styles (time signatures) of music maintaining that pulse even when the music stops for short periods</li> <li><input type="checkbox"/> I can confidently use musical vocabulary to describe pieces of music and student performances</li> <li><input type="checkbox"/> I can recognise all different note types and their equivalent rests and values</li> <li><input type="checkbox"/> I can perform written rhythms in 4/4 that use a combination of notes and rests</li> <li><input type="checkbox"/> I can compose and transcribe multiple rhythms that interlock to form a polyrhythm</li> <li><input type="checkbox"/> I can lead a group composition and performance that uses creative and imaginative rhythms, plus a variety of dynamic levels, ostinatos and structural devices</li> </ul>	<p><b>Music Year 7: Rhythm Notation: Cycle 3</b> A first look at staff notation, focusing on unpitched rhythmic notation but reading and transcription</p>					
<b>6</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can find and maintain the pulse from a piece of music</li> <li><input type="checkbox"/> I can recognise all the note types by sight + crotchets and quavers by sound</li> <li><input type="checkbox"/> I can perform written notation rhythms that use a combination of 4 different note types</li> <li><input type="checkbox"/> I can compose and transcribe simple pulse based syncopated rhythms</li> </ul>	<p><b>WWW</b></p>					
<b>4/5</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can with assistance follow a pulse in various pieces of music</li> <li><input type="checkbox"/> I can recognise crotchets and quavers by sight</li> <li><input type="checkbox"/> I can perform simple rhythms from written notation that use a combination of 2 different note types</li> <li><input type="checkbox"/> I can compose and transcribe simple rhythms onto a rhythm grid</li> <li><input type="checkbox"/> I can perform a rhythmic part in a polyrhythmic group performance</li> </ul>	<p><b>Even Better If (EBI)</b></p>					
		<p style="text-align: center;"><b>Teacher Assessed Grade</b> Please circle</p>					
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		<p><b>Homework Task –</b></p> <p>1) Compose and transcribe (write out) 2 different rhythms that use at least 2 different note and rest types</p> <p><b>Yes / No</b></p>					
		<p>End of cycle assessment – <b><u>Polyrhythmic transcription performance</u></b></p>					
		<p><b>Teacher Comments –</b></p>					
		<p><b><u>Suggested reading</u></b> 1) ABRSM music theory grade 1</p>					
<p><b>Key Words / vocabulary.</b></p> <p>4/4, Transcribe, Stave, Semi-Breve, Minim, Crotchet, Quaver, Semi-Quaver, rest,</p>							

## Yr.7 Unit 3 Cycle 4

<b>7 to 9</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can sing with a strong sense of style</li> <li><input type="checkbox"/> I can sing solo, accompanied passages with confidence</li> <li><input type="checkbox"/> I can read the notes on the stave fluently for the treble clef</li> <li><input type="checkbox"/> I can perform a piece on the keyboards with fluency, using the correct notes, pitch and values from staff notation</li> <li><input type="checkbox"/> I can perform using the correct finger technique</li> <li><input type="checkbox"/> I can perform a right hand melody with left hand single note accompaniment with infrequent errors in the rhythm and flow</li> </ul>	<p><b>Music Year 7: Singing and Keyboards</b> A look at developing vocal skills with a secondary focus on pitched notation reading and a first look at basic keyboard skills</p> <hr/> <p><b>www</b></p> <hr/> <p><b>Even Better If (EBI)</b></p> <hr/> <p style="text-align: center;"><b>Teacher Assessed Grade</b> Please circle</p> <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="background-color: #00FF00; padding: 2px;">SAE</td> <td style="background-color: #00FF00; padding: 2px;">AE</td> <td style="background-color: #90EE90; padding: 2px;">E</td> <td style="background-color: #FFD700; padding: 2px;">BE</td> <td style="background-color: #FF0000; padding: 2px;">SBE</td> </tr> </table> <hr/> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; border-right: 1px solid black;">My GCSE target grade is</td> <td style="width: 50%; text-align: center;">Assessment Grade</td> </tr> </table>	SAE	AE	E	BE	SBE	My GCSE target grade is	Assessment Grade
SAE	AE		E	BE	SBE				
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<b>6</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can sing confidently and in tune</li> <li><input type="checkbox"/> I can sing with a sense of style</li> <li><input type="checkbox"/> I can sing solo passages with slight pitch errors</li> <li><input type="checkbox"/> I am able to transcribe treble clef staff notation quickly</li> <li><input type="checkbox"/> I can perform a piece on the keyboards from staff notation with minor errors in pitch, rhythm and note value delivery</li> <li><input type="checkbox"/> I can perform a piece from with the correct hand but with some with the correct finger technique</li> </ul>	<p>Homework Tasks –</p> <p><b>1)</b> Provide the name notes for the given notes</p> <p><b>2)</b> Find two vocal warm up exercises</p> <p><b>Yes / No</b></p> <hr/> <p>End of cycle assessment – <b><i>Individual Vocal and keyboard performance of 'I Believe I can Fly'</i></b></p> <p>Teacher Comments –</p>							
<b>4/5</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can sing a melody with a group and hold the tune</li> <li><input type="checkbox"/> I can compose a simple vocal call</li> <li><input type="checkbox"/> I can transcribe treble clef notation with the assistance of a pre notated stave</li> <li><input type="checkbox"/> I can perform a small section of a piece from staff notation on the keyboards. The piece will be slow, with errors in the pitch and rhythm that will disrupt the flow of the performance</li> <li><input type="checkbox"/> I can perform a keyboard piece using the right hand only with some errors in technique</li> </ul>	<p><b>Suggested reading</b> ABRSM music theory grade 1</p> <p><b>Career Focus</b> Professional vocalist</p>							

**Key Words / vocabulary.**

A-G musical alphabet, Stave, Transcribe, Technique, flow + plus all previous

## Yr.7 Unit 4 Cycle 5

<b>7 to 9</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can recognise all core instruments from the orchestral families by sight and sound</li> <li><input type="checkbox"/> I can explain the layout of the orchestral pit</li> <li><input type="checkbox"/> I can give a detailed description of the finale to ‘Overture to William Tell’ commenting on the tempo, dynamics, instrumentation and texture plus the effects that they have on the mood/feel of the piece</li> <li><input type="checkbox"/> I can perform a piece on the keyboards fluidly using the correct notes, pitch and values from staff notation</li> <li><input type="checkbox"/> I can perform using the correct finger technique</li> <li><input type="checkbox"/> I can read and perform notes from the bass clef</li> <li><input type="checkbox"/> I can perform a melody and single note accompaniment style performance with some errors in the rhythm and fluidity</li> </ul>	<p><b>Music Year 7: Instruments of the Orchestra part 1: Cycle 5</b>  <b>A look at the different instruments used in the traditional western Orchestra. A focus on sound and placement with a secondary focus on melody and accompaniment and keyboard skill</b></p>					
<b>6</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can recognise all core instruments by sight and the several by sound</li> <li><input type="checkbox"/> I can describe the instrumentation, Tempo and Dynamics of the finale from ‘Overture to William Tell’</li> <li><input type="checkbox"/> I can perform a piece on the keyboards from staff notation with minor errors in the pitch, rhythm and note value delivery</li> <li><input type="checkbox"/> I can perform a piece with the correct hand but with some discrepancies in the finger technique</li> </ul>	<p><b>What Went Well (WWW)</b></p> <hr/> <p><b>Homework Task –</b>            1) Complete the name the instrument worksheet and finish your image of the orchestral pit  <b>Yes / No</b></p> <p>End of cycle assessment will be practical performance of <b><i>Overture to William Tell</i></b> on the keyboard</p> <p><b>Teacher Comments –</b></p>					
<b>5</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can name all four orchestral sections</li> <li><input type="checkbox"/> I can recognise the core instruments by sight and 2-3 by sound</li> <li><input type="checkbox"/> I can correctly label the orchestral pit diagram</li> <li><input type="checkbox"/> I can perform a small section of a piece from staff notation on the keyboards. The piece will be slow, with errors in the pitch and rhythm that will disrupt the flow of the performance</li> <li><input type="checkbox"/> I can perform a piece with incorrect finger technique (1 finger)</li> </ul>	<p><b>Even Better If (EBI)</b></p> <hr/> <p style="text-align: center;"><b>Teacher Assessed Grade</b> Please circle</p> <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="background-color: #008000; color: white; padding: 5px;"><b>SAE</b></td> <td style="background-color: #00FF00; color: white; padding: 5px;"><b>AE</b></td> <td style="background-color: #90EE90; color: black; padding: 5px;"><b>E</b></td> <td style="background-color: #FFD700; color: black; padding: 5px;"><b>BE</b></td> <td style="background-color: #FF0000; color: white; padding: 5px;"><b>SBE</b></td> </tr> </table> <p><b>My GCSE target grade is</b></p>	<b>SAE</b>	<b>AE</b>	<b>E</b>	<b>BE</b>	<b>SBE</b>
<b>SAE</b>	<b>AE</b>	<b>E</b>	<b>BE</b>	<b>SBE</b>			
<p><b>Key Words / vocabulary.</b>            Instrumentation, String, Brass, Woodwind, Percussion, Texture, tempo, dynamics, Orchestra, Conductor,</p>		<p><b>Suggested reading</b>            ABRSM music theory grade 1  <b>Career Focus</b>            Classical Musician</p>					

## Yr.7 Unit 4 Cycle 6

<b>7 to 9</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can recognise and explain the vocal parts performed in a SATB choir</li> <li><input type="checkbox"/> I can sing confidently within a small group</li> <li><input type="checkbox"/> I can give a detailed description of the finale to 'Ode to Joy' commenting on the tempo, dynamics, instrumentation and texture plus the effects that they have on the mood/feel of the piece</li> <li><input type="checkbox"/> I can perform 'Ode to Joy' on the keyboards fluidly using the correct technique, notes, pitch and values from staff notation</li> <li><input type="checkbox"/> I can read and perform notes from both the treble and bass clefs simultaneously</li> <li><input type="checkbox"/> I can perform a melody and single note accompaniment style performance with some errors in the rhythm and fluidity</li> </ul>	<b>Music Year 7: Choral Music: Cycle 6</b> Name: ..... Class:.....	
<b>6</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can describe the primary roles of the four vocal sections in a SATB choir</li> <li><input type="checkbox"/> I can deliver a vocal performance as part of a group</li> <li><input type="checkbox"/> I can describe the instrumentation, Tempo and Dynamics for 'Ode to Joy'</li> <li><input type="checkbox"/> I can perform the piece on the keyboards from staff notation with minor errors in the pitch, rhythm and note value delivery</li> <li><input type="checkbox"/> I can perform the piece with the correct hand and finger technique</li> </ul>	What Went Well (WWW)  Homework Task – 1) <b>Yes / No</b>	
<b>4/5</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can name all four choral vocal sections</li> <li><input type="checkbox"/> I can perform a choral piece as part of a large group</li> <li><input type="checkbox"/> I can recognise the core instruments by sight and 2-3 by sound</li> <li><input type="checkbox"/> I can correctly label the orchestral pit diagram</li> <li><input type="checkbox"/> I can perform a small section of a piece from staff notation on the keyboards. The piece will be slow, with errors in the pitch and rhythm that will disrupt the flow of the performance</li> <li><input type="checkbox"/> I can perform a piece with incorrect finger technique (1 finger)</li> </ul>	Even Better If (EBI)  End of cycle assessment will be practical performance of <b><u>Overture to William Tell</u></b> on the keyboard  Teacher Comments –	
		Teacher Assessed Grade Please circle <div style="display: flex; justify-content: space-around; text-align: center;"> <div style="background-color: #008000; color: white; padding: 2px 5px;">SAE</div> <div style="background-color: #00FF00; color: white; padding: 2px 5px;">AE</div> <div style="background-color: #90EE90; color: white; padding: 2px 5px;">E</div> <div style="background-color: #FFD700; color: white; padding: 2px 5px;">BE</div> <div style="background-color: #FF0000; color: white; padding: 2px 5px;">SBE</div> </div>	<b>Suggested reading</b> 1) ABRSM music theory grade 1
		My GCSE target grade is	
<b>Key Words / vocabulary</b> Instrumentation, String, Brass, Woodwind, Percussion, Texture, tempo, dynamics, Orchestra, Conductor, Soprano, Alto, Tenor, Bass			