Whittington Green School – Music

YEAR 7

CURRICULUM INTENT: Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Subject Content

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 inter-related 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.

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Term/Unit	Topic Overview / Content	Learning Expectation / Concepts and Skills	Recall and review of past learning / Current Rationale	National curriculum target	Key Vocab/Concepts
Autumn Term 1	**Melody 1**	In this unit, students will explore the key elements of **melody**, focusing on the concepts of **pitch** (how high or low a sound is) and **tempo** (the speed of the music). Through listening, performing, and composing activities, students will develop their understanding of how melodies are constructed and how pitch and tempo affect the character of a piece. Students will learn to play the well-known melody **"Ode to Joy"** by Ludwig van Beethoven, using keyboards. This piece will serve as a model for identifying stepwise motion, repeated notes, and simple rhythmic patterns. Building on this, students will use their knowledge of pitch and tempo to **compose their own short melodies** in a similar style. They will be encouraged to think creatively while applying the musical elements they've studied, experimenting with different note choices and speeds to convey mood and character. By the end of the unit, students will have a deeper understanding of melody and will be able to confidently discuss and demonstrate their use of pitch and tempo in both performance and composition.	This unit follows on from the KS2 music national curriculum: **1. Performing** • **Play and perform** in a solo context. • Use the keyboards with **increasing accuracy, fluency, control, and expression**. **2. Composing** • **Improvise and compose music** for a range of purposes using the inter-related dimensions of music.	play and perform confidently solo playing instruments. 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	Melody Pitch Tempo Conjunct Disjunct Scalic Chromatic Perform Compose Appraise

				Identify and use the inter-related dimensions of music expressively 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.	

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Spring Term 2	**Harmony 1**	In this unit, students will deepen their musical understanding by exploring the concept of **harmony**, with a focus on how **pitch**, **tempo**, and **timbre** contribute to the creation of effective accompaniments. Students will revisit the melodies they composed in **Unit 1 (Melody)** and use them as a foundation to create a simple **bass line** or **accompanying harmony part**. This will encourage them to think more deeply about **how lower-pitched notes can support and enhance a melodic line**, creating musical depth and cohesion. Key learning will include: • Understanding how **chords and intervals** relate to a melody. • Selecting **appropriate pitches** for a bass part that complement the melodic line. • Adjusting **tempo** to suit the mood and style of the piece. • Choosing different **timbres** (instruments or sounds) to explore how sound colour affects the overall feel of the composition. By the end of the unit, students will have: • Composed and performed (or sequenced) a **harmonic accompaniment** to their original melody. • Gained confidence using **instruments** to realise their ideas. • Developed a greater awareness of how pitch, tempo, and timbre work together in composition.	This unit follows on from the KS2 music national curriculum and Unit 1: **1. Performing** • **Play and perform** in a solo context. • Use the keyboards with **increasing accuracy, fluency, control, and expression**. **2. Composing** • **Improvise and compose music** for a range of purposes using the inter-related dimensions of music. • **Build on their knowledge of pitch**	play and perform confidently solo playing instruments. use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. Identify and use the inter-related dimensions of	Harmony Pitch Interval Tempo Timbre Consonant Dissonant Major Minor Melody Bassline

				music expressively 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.	
Spring Term 3	**Rhythm 1**	In this unit, students will explore the power of **rhythm** in music and how it can be shaped through the use of **dynamics (volume)**, **structure (form)**, **and tempo (speed)**. Students will develop their understanding of rhythmic notation, focusing on **crotchets (quarter notes)**, **minims (half notes)**, **and quavers (eighth notes)**. Working in small groups, students will **compose a rhythm piece**, using classroom percussion instruments or body percussion. They will	**Basic Note Values and Duration** • Recognise and perform **crotchets (♩)**, **minims (𝅗𝅥)**, and **quavers (♪)**. • Understand how note lengths relate to **pulse** and **beat**.	play and perform - confident solo playing instruments. compose; and extend and develop musical ideas by	Rhythm Dynamics Structure Polyrhythms Syncopation Repetition Stretto Entries Minim Crotchet Quavers

		experiment with **contrasting dynamics**, use **clear musical structures.** A strong emphasis will be placed on: • Accurate **notation** of rhythmic patterns using standard symbols. • Group **collaboration** and creative decision-making. • Performing with **precision and ensemble awareness**. By the end of the unit, students will: • Have composed and notated a **structured group rhythm piece**. • Understand how **dynamics and tempo** affect mood and impact. • Be able to discuss and evaluate rhythmic compositions using musical vocabulary.	Basic understanding of **tempo** (fast/slow) and how it affects the feel of a piece. • Experience performing pieces with **changing or fixed tempo**. **Group Performance Skills** • Ability to **work cooperatively in a group** setting. • Some experience with **ensemble playing** or creating music collaboratively. **Introduction to Notation** • Basic familiarity with **writing rhythms** using standard notation. • Awareness of **bar lines**, **time signatures** (e.g., 4/4), and **rests** is helpful.	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 inter-related dimensions of music expressively 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.	
Spring Term 4	**Melody 2**	In this practical unit, students will explore the world of **hooks and riffs** through **acoustic guitar**. They will learn to read and interpret **guitar tablature (TAB)** and use it to perform a selection of iconic and modern riffs from a variety of musical genres. Students will develop their skills in: • **Reading tablature notation** and understanding fretboard positioning. • **Playing riffs** with accuracy, fluency, and good technique. • Recognising the role of **hooks and riffs** in popular music and how they contribute to a song's identity. Through listening and analysis, students will discover how **riffs are constructed** and how **rhythm, pitch, and repetition** make them memorable. They will also explore different **styles** of riff-based music. As an **extension task**, students will be introduced to **basic improvisation techniques**, using the pentatonic scale or notes from selected riffs to create their own ideas. This allows for creative exploration and personal expression, building confidence in musical decision-making.	**Understanding of Riffs and Hooks** • Basic awareness of what **riffs** and **hooks** are, and their role in popular music. • Prior listening or class discussion on repeated musical ideas in well-known songs. **Rhythmic Awareness** • Ability to **clap or play simple rhythms** in time with a steady beat. • Understanding of **basic note values** (e.g., crotchets, quavers, minims). **Familiarity with Repetition and Patterns** • Experience recognising or using **repetition** in music	play and perform confidently solo playing instruments. use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions listen with increasing discrimination to a wide range of music from great	Melody Texture Timbre Monophonic Homophonic Rock Funk Hip Hop Dance Riff

			(e.g., in melody or rhythm work). • Comfort with **short, repeated phrases**, as seen in previous composition or listening activities.	composers and musicians develop a deepening understanding of the music that they perform and to which they listen, and its history.	
Summer Term 5	**Harmony 2**	In this unit, students will explore how **music creates emotion** in film through the use of **harmony** and other key musical elements, including **dynamics, tempo, melody, and instrumentation**. By analysing and composing in the style of film scores, students will learn how to shape a listener's emotional response using musical techniques. Students will listen to and discuss a range of **film soundtrack excerpts** from different genres (e.g., action, suspense, romance, fantasy), identifying how **harmonic choices** contribute to tension, resolution, or mood. They will also consider how elements like **tempo changes**, **dynamic contrast**, and **instrumentation** enhance emotional storytelling. The main project will involve students composing a **short piece of film music** to accompany a chosen scene or mood. They will use their understanding of: • **Harmony** to create tension and resolution,	**Basic Understanding of Harmony** • What harmony is (e.g., chords supporting a melody, consonance vs. dissonance). • Familiarity with **basic chords or intervals** (e.g., major/minor triads, power chords, drone, or pedal notes). • Understanding that **harmony influences emotion** in music (e.g., major = happy, minor = sad or tense). **Melody Construction**	play and perform confidently solo playing instruments. use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions compose; and extend and	Harmony Chords Articulation Interval Melody Dynamics Instrumentation Monophonic Homophonic Tempo

		• **Dynamics** to shape drama, • **Tempo** to set pacing and energy, • **Melody** to add character or theme, • **Instrumentation** to evoke emotion or place. By the end of the unit, students will: • Understand how harmony is used in film to evoke emotion. • Build on previous knowledge of melody, dynamics, tempo, and instrumentation in a compositional context. • Compose and present a piece of **emotive film music** using appropriate musical elements. • Reflect on how their musical choices affect the emotional impact of their piece.	• Experience creating or performing simple melodies. • Understanding of how a melody can express mood or character. **Listening and Analysis** • Experience **listening to and describing** music using subject-specific language. • Ability to identify **mood, tension, and character** in music.	develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. Identify and use the inter-related dimensions of music expressively 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.	
Summer Term 6	**Rhythm 2**	In this continuation of **Unit 3 (Rhythm 1)**, students will build on their knowledge of rhythmic performance by creating and performing a **Stomp-style group piece** using **handmade and found instruments**. Inspired by the work of *Stomp* and other physical theatre/percussion ensembles, this unit emphasises **creativity, collaboration**, and the expressive power of rhythm. Students will further develop their understanding of: • **Rhythmic variety**, including **syncopation** and **polyrhythms**, • **Dynamic contrast** to shape performances and create impact, • **Musical structure**, including **call and response**, **layering**, **rondo**, or **ABA forms**, • **Improvisation**, allowing individuals to contribute unique ideas within a group context. Working in small ensembles, students will design and construct their own **percussion instruments** from recyclable or everyday materials (e.g., buckets, bottles, pipes, broomsticks), exploring their **timbre and creative potential**. They will rehearse and refine a performance that incorporates choreography, rhythm, and theatrical flair. **Learning Objectives** By the end of the unit, students will: • Perform a rhythm-based piece using **non-traditional instruments** and **body percussion**.	**Rhythm and Pulse** • Confident understanding of **basic rhythmic values** (crotchets, quavers, minims). • Ability to **perform steady pulse** in time with others. • Familiarity with performing or clapping **simple rhythmic patterns**. **Dynamics and Expression** • Basic knowledge of **dynamic markings** (e.g., forte, piano, crescendo). • Experience using **volume changes** to enhance musical impact. **Rhythmic Structure and Form** • Understanding of simple musical forms such as: ○ **Call and response** ○ **Layering** ○ **Binary/ternary forms**	play and perform confidently solo playing instruments. use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.	Rhythm Timbre Tempo Dynamics Articulation Call and response Improvisation Syncopation Repetition Leader

		• Use **syncopation and dynamic contrast** effectively to enhance musical expression. • Apply **musical structure** to organise and present their ideas clearly. • Work collaboratively to **improvise, rehearse, and refine** a group performance. • Evaluate their own and others' work using appropriate **musical terminology**. This unit offers an exciting opportunity for students to combine music, movement, and invention while strengthening core rhythmic skills in a high-energy, performance-based context.	• Experience arranging or performing in a **structured group piece**.	Identify and use the inter-related dimensions of music expressively 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.	