

# Year 7 Music

## Year 7

### Scheme of Learning 2025 - 2026

**Subject leader: C Ward**

Topics by term	Topic overview for Year 7		
	Terms 1/2	Terms 3/4	Terms 5/6
Topics taught	Singing Skills	Keyboard Skills	Exploring Instruments of the Orchestra

	<b>Vital prerequisites</b>	<b>Vital prerequisites</b>	<b>Vital prerequisites</b>
	<p>Students will have participated in whole school/class singing at primary school (possibly through assemblies, school productions, class music lessons etc).</p> <p>The National Curriculum for Music expects that by the end of Key Stage 2, 'pupils should be taught to sing and play musically with increasing confidence.....using their voices and playing musical instruments with increasing accuracy, fluency, control and expression'.</p>	<p>The National Curriculum for Music expects that by the end of Key Stage 2, 'pupils should be taught to sing and play musically with increasing confidence.....using their voices and playing musical instruments with increasing accuracy, fluency, control and expression'. In addition, students at Key Stage 2 should 'use and understand staff and other musical notations'.</p> <p>Students may have benefited from the funded opportunities programme offered to primary schools through Kent Music, giving them the chance to learn a musical instrument as part of a whole class ensemble and start to become familiar with written musical notation.</p>	<p>The National Curriculum for Music expects that at Key Stage 2 students will:</p> <ul style="list-style-type: none"> <li>- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>- develop an understanding of the history of music.</li> </ul> <p>Students may have benefited from the funded opportunities programme offered to primary schools through Kent Music, giving them the chance to learn a musical instrument as part of a whole class ensemble and start to become familiar with written musical notation.</p>
	<b>Why are we teaching this now?</b>	<b>Why are we teaching this now?</b>	<b>Why are we teaching this now?</b>
	<p>Singing skills will provide the building blocks for musical learning. It provides the opportunity for gaining an understanding of the elements of music and how they can enhance a musical performance.</p> <p>Singing skills will also help to build student confidence and provide them with skills that they can build upon throughout the year (e.g. students may wish to incorporate singing into Term 2 Keyboard Skills, and Year 8 Term 1 Ukulele Skills).</p>	<p>The building blocks that have been developed in Singing Skills (musical elements, ensemble performance) will be developed further through the learning of a musical instrument, the keyboard. Students will have the opportunity to learn a new skill, whilst incorporating the musical skills they have already developed in understanding how dynamics, tempo, pitch, timbre and texture can affect a performance.</p> <p>From studying Singing Skills in Terms 1 and 2, students will have developed the confidence to perform as part of a musical ensemble as well as having the opportunity to perform a solo. Some may choose to continue to utilise their vocal skills in this unit of work and sing in time to their performances on the keyboard.</p> <p>Learning to play a musical instrument will introduce students to simple musical notation, a skill that will be developed throughout next term and into Year 8 and 9, if they continue to GCSE level.</p>	<p>This unit will provide students with the opportunity to 'listen with increasing discrimination to a wide range of music from great composers and musicians' (Music National Curriculum). The knowledge and understanding they will have gained from previous units surrounding the elements of music will be developed and embedded through encountering a range of orchestral music.</p> <p>Students will also explore improvisation as a pre-requisite to composition (explored further in Year 8 and GCSE Music).</p>

Year 7 Music

Topic	Big questions	Topic area: main items and optional learning objectives	Outcomes	Key Terms/ concepts Literacy Numeracy	Assessment and homework tasks	Resources	Personal Development curriculum links (SMSC, British Values, PSHE)
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Terms 1 & 2

**Singing Skills** The National Curriculum aims for Key Stage 3 students to 'learn to sing and to use their voices'. It states 'they should develop their vocal fluency, accuracy and expressiveness' and should be taught to 'play and perform confidently in a range of solo and ensemble contexts using their voice'. This scheme of learning will equip students with an understanding of how their voice works, how to look after their voice and how to use their voice effectively as an instrument. They will have the opportunity to perform songs as part of a class ensemble and have opportunity for solo/small ensemble performances. Students will learn to consider the elements of music in their performances and how they can enhance a performance of a song.

<ol style="list-style-type: none"> <li>Why is it important to warm up our voices before singing?</li> <li>How can musical elements affect a vocal performance?</li> <li>What is call and response and why is it important in learning a song?</li> <li>What is a musical round (or canon)?</li> <li>What is the difference between singing in unison and singing in harmony?</li> <li>What does the term a cappella mean?</li> <li>What is harmony in music?</li> <li>How can body percussion be used to enhance a performance of a song?</li> </ol>	<p><b>All pupils will:</b></p> <ul style="list-style-type: none"> <li>take part in vocal warm-up activities</li> <li>sing simple melodies in unison</li> <li>memorise short lyric phrases through call and response</li> <li>build confidence in singing as part of an ensemble</li> </ul> <p><b>Most pupils will:</b></p> <ul style="list-style-type: none"> <li>sing with accurate pitch</li> <li>develop basic stage presence</li> <li>maintain steady rhythm and timing in a performance</li> <li>work effectively with others in a group</li> </ul>	<ul style="list-style-type: none"> <li>To understand how the voice works and how to prepare it for singing</li> <li>To participate in vocal warm ups and perform a song as a whole class</li> <li>To perform a round as a class in at least two parts</li> <li>To perform a song in two parts to create a harmony</li> <li>To include some body percussion in a vocal performance</li> <li>To arrange a performance of a song in a small group</li> <li>To prepare a performance of a song as a whole class, with opportunity for soloists</li> </ul>	<p><b>Literacy:</b> Language for Learning: Through the activities in this unit pupils will be able to understand and use words relating to unit. Encourage the use of specific vocabulary. Key foci:</p> <ul style="list-style-type: none"> <li>Musical elements (dynamics, tempo, pitch, timbre, texture)</li> <li>Rhythm</li> <li>Beat</li> <li>Call and response</li> <li>Canon</li> <li>Unison</li> <li>Harmony</li> <li>Ensemble</li> </ul>	<p>Formative assessment through:</p> <ul style="list-style-type: none"> <li>Teacher observation and feedback during warm-ups (posture, pitch accuracy, tone quality and articulation) and class participation (engagement, confidence and accuracy of pitch and rhythm)</li> <li>Teacher log books to record observations</li> <li>Peer assessment - small group activities to provide opportunity for students to provide feedback to each other</li> </ul>	<p>Knowledge Organisers</p> <p>Piano</p> <p>Speakers</p> <p>PowerPoints</p> <p>YouTube</p> <p>Mini whiteboards</p> <p>Audio recorder</p>	<p>Students will listen to and perform songs from a range of cultures (including popular, folk, spiritual songs and African Call and Response songs).</p> <p>Singing skills should provide students with the opportunity to develop their self-esteem and self-confidence, as well as leadership and team work skills.</p> <p>Students will have the opportunity to contribute to the cultural life of the school though joining the school choir and preparing for</p>
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	<p>9. What is a musical <b>arrangement</b>?</p> <p>10. What is <b>structure</b> in a musical performance?</p> <p>11. What is a musical <b>solo</b>?</p> <p>12. How can <b>musical elements</b> enhance a performance of a song?</p> <p>13. What does it mean to sing in <b>unison</b>?</p>	<p><b>performance, listening and blending with the group</b></p> <ul style="list-style-type: none"> <li>• <b>understand and apply correct posture to support singing</b></li> <li>• <b>reflect on personal singing progress and identify areas for improvement</b></li> </ul> <p><u>Some pupils will:</u></p> <ul style="list-style-type: none"> <li>• <b>develop a clear and pleasant tone through improvement of their singing skills</b></li> <li>• <b>use dynamics and expression to convey emotion in singing</b></li> <li>• <b>improve clarity in singing through focus on correct articulation of consonants and vowels</b></li> <li>• <b>develop their confidence to sing as a solo performer</b></li> </ul>		<p>Drilling of vocabulary.</p> <p><b>Numeracy:</b> musical concepts related to counting:</p> <ul style="list-style-type: none"> <li>- Beats</li> <li>- Rhythms</li> <li>- Duration of notes</li> </ul> <p>Awareness of formal symbols (notation):</p> <ul style="list-style-type: none"> <li>- Sing and recognise patterns in music such as a riff</li> <li>- Graphic notation – recognising formal symbols and dynamic symbols</li> </ul>	<p>(with a focus on key vocabulary). Performances will be recorded so that students can reflect and provide feedback</p> <ul style="list-style-type: none"> <li>• Self-assessment – students to use assessment stickers to reflect on their progress and set goals for improvement</li> <li>• Performance opportunities in class to showcase ensemble and solo performances and provide opportunity for self/peer feedback</li> </ul> <p>Summative assessment through:</p> <ul style="list-style-type: none"> <li>• Week 3 assessment in Term 2 – students work in smaller ensembles to arrange a performance of a popular song</li> </ul> <p>Homework tasks - as outlined in Knowledge Organisers.</p>		<p>performances at school events.</p> <p>Singing skills will support students' emotional development through encouraging them to express and communicate feelings and emotions through music.</p> <p>Modelling exemplary behaviour. SHAPE AND STEPS used by staff to promote and model to students.</p> <p>Active use of STAR and SHAPE to embed good inter-personal relationships and speech and language skills.</p>
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Topic	Big questions	Topic area: main items and optional learning objectives	Outcomes	Key Terms/ concepts Literacy Numeracy	Assessment and homework tasks	Resources	Personal Development curriculum links (SMSC, British Values, PSHE)
<b>Terms 3 &amp; 4</b>							
<b>Keyboard Skills</b>	This scheme of learning is all about effective keyboard performance technique, including developing a familiarity with basic treble clef staff notation and the notes of the keyboard. Students will learn how to navigate basic keyboard functions and establish good playing routines. They will learn how to use keyboard fingering for better playing skills, built through a range of exercises and simple melodies in the key of C Major. Students will explore the layout of the keyboard in terms of white and black keys and their note names, sharps and flats, and explore how to 'read music' in the form of simple melodies and melodies from popular songs from treble clef staff notation. They will also move on to add a second part of basic chords/bass lines with the left hand. Students will take responsibility for their own learning or either a solo or paired ensemble piece that will be performed as part of their assessment in this unit.						
<ol style="list-style-type: none"> <li>1. What type of musical instrument is a <b>keyboard</b>?</li> <li>2. What is the musical word for a <b>tune</b>?</li> <li>3. What is a <b>chord</b>?</li> <li>4. What is a musical <b>ensemble</b>?</li> <li>5. What is a <b>duet</b>?</li> <li>6. What is a note called that lasts for four <b>beats</b>?</li> <li>7. What are <b>layers</b> in a musical performance?</li> <li>8. What is <b>structure</b> in a musical performance?</li> <li>9. What are the names of the chords in the <b>four-chord sequence</b>?</li> <li>10. What is the difference between a <b>Major</b> and a <b>Minor</b> chord?</li> </ol>	<p><b>All pupils will:</b></p> <ul style="list-style-type: none"> <li>• <b>take part in rhythm warm-up activities</b></li> <li>• <b>navigate basic functions around a keyboard (on/off switch, connecting headphones and splitters etc)</b></li> <li>• <b>play simple warm-ups and melodies with note names written on the music</b></li> <li>• <b>build confidence in performing as part of a pair</b></li> </ul> <p><b>Most pupils will:</b></p> <ul style="list-style-type: none"> <li>• <b>use and alter basic keyboard functions (changing the voice/tone, adjusting the tempo on a backing track etc)</b></li> </ul>	<ul style="list-style-type: none"> <li>- To understand how to place your fingers correctly on the keyboard</li> <li>- To be able to play a simple melody with one hand on the keyboard</li> <li>- To be able to play four chords (or at least the first note of each chord) in time with a whole class ensemble performance</li> <li>- To prepare a performance of a piece of music as a solo or as part of a duet that includes a melody and chords</li> <li>- To participate in a whole-class ensemble performance on the keyboard</li> </ul>	<p><b>Literacy:</b> Language for Learning: Through the activities in this unit pupils will be able to understand and use words relating to unit. Encourage the use of specific vocabulary. Key foci: - Melody - Accompaniment - Beat - Duration - Texture - Structure - Chord - Notes - Major - Minor - Tonality</p> <p>Drilling of vocabulary.</p>	<p>Formative assessment through:</p> <ul style="list-style-type: none"> <li>• Teacher observation and feedback during warm-ups and class participation (engagement, confidence and accuracy of rhythm)</li> <li>• Teacher log books to record observations</li> <li>• Peer assessment - paired activities to provide opportunity for students to provide feedback to each other (with a focus on key vocabulary). Performances will be recorded so that students can reflect and provide feedback</li> </ul>	<p>Knowledge Organisers</p> <p>Piano</p> <p>Keyboards</p> <p>Headphones</p> <p>Sheet music</p> <p>Speakers</p> <p>PowerPoints</p> <p>YouTube</p> <p>Mini whiteboards</p> <p>Audio recorder</p>	<p>Learning a musical instrument and improving instrumental skills builds confidence as students overcome challenges and perform in front of their peers.</p> <p>Playing in ensembles teaches collaboration, communication, social skills and active listening.</p> <p>Modelling exemplary behaviour. SHAPE AND STEPS used by staff to promote and model to students.</p> <p>Active use of STAR and SHAPE to embed good inter-personal relationships and</p>	

		<ul style="list-style-type: none"> <li>• <b>work effectively as part of a paired performance, listening and blending with a partner</b></li> <li>• <b>play simple melodies with one hand</b></li> <li>• <b>add a basic accompaniment with the left hand (such as a single note bass line)</b></li> </ul> <p><u>Some pupils will:</u></p> <ul style="list-style-type: none"> <li>• <b>investigate more advanced functions on the keyboard (e.g. recording and playback)</b></li> <li>• <b>perform on the keyboard with confidence, using both the left and right hands</b></li> <li>• <b>perform chords with the left hand to accompany a melody in the right hand</b></li> <li>• <b>perform more advanced pieces of music fluently</b></li> </ul>		<p><b>Numeracy:</b> musical concepts related to counting:</p> <ul style="list-style-type: none"> <li>- Beats</li> <li>- Rhythms</li> <li>- Duration of notes</li> </ul> <p>Awareness of formal symbols (notation):</p> <ul style="list-style-type: none"> <li>- Recognise patterns in music such as a riff</li> <li>- Graphic notation – recognising formal symbols and dynamic symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment – students to use assessment stickers to reflect on their progress and set goals for improvement</li> <li>• Performance opportunities in class to showcase ensemble and solo performances and provide opportunity for self/peer feedback</li> </ul> <p>Summative assessment through:</p> <ul style="list-style-type: none"> <li>• Week 3 assessment in Term 4 – students work as a soloist or as part of a pair to arrange a keyboard performance of a popular piece of music</li> </ul> <p>Homework tasks - as outlined in Knowledge Organisers.</p>		<p>speech and language skills.</p>
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Topic	Big questions	Topic area: main items and optional learning objectives	Outcomes	Key Terms/ concepts Literacy Numeracy	Assessment and homework tasks	Resources	Personal Development curriculum links (SMSC, British Values, PSHE)
<b>Term 5 &amp; 6</b>							
<b>Exploring Instruments of the Orchestra</b>	This scheme of learning will develop students' knowledge and understanding of orchestral instruments and families/sections of the orchestra. They will learn about sound production and timbres of different instruments as well as the layout, grouping and instruments which belong to each section of a modern symphony orchestra. Through exposure to <i>BBC Ten Pieces</i> , students will be introduced to a world of classical music; learning about the history and context of pieces of work written by important composers throughout history and see them performed and brought to life by the BBC Philharmonic Orchestra. Where possible, students will be able to explore and perform on traditional orchestral instruments as a class orchestra, or use suitable keyboard voices to participate in class performances. This scheme of learning will also introduce students to improvisation and composition; giving them the opportunity to extend and develop musical ideas.						
	<ol style="list-style-type: none"> <li>1. What are the main <b>instrument families</b> in an <b>orchestra</b>?</li> <li>2. What does <b>pizzicato</b> mean?</li> <li>3. What is a <b>motif</b>?</li> <li>4. What is a <b>composition</b>?</li> <li>5. What is <b>descriptive music</b>?</li> <li>6. What is a <b>leitmotif</b>?</li> <li>7. What are <b>sharp</b> and <b>flat</b> notes?</li> </ol>	<p><b>All pupils will:</b></p> <ul style="list-style-type: none"> <li>• <b>take part in rhythm warm-up activities</b></li> <li>• <b>build confidence in performing as part of a class ensemble</b></li> <li>• <b>identify some common instruments of the orchestra</b></li> <li>• <b>be able to name the four sections of the orchestra</b></li> <li>• <b>use basic music vocabulary to describe how different instruments of the orchestra sound</b></li> <li>• <b>perform pieces of orchestral music on instruments or keyboards with support (e.g. note names)</b></li> </ul> <p><b>Most pupils will:</b></p>	<ul style="list-style-type: none"> <li>- To learn about the instrument families in an orchestra and listen to orchestral music</li> <li>- To create an ensemble performance of the introduction of a famous piece of orchestral music</li> <li>- To compose orchestral music that could fit with a chase scene, inspired by 'In the Hall of the Mountain King'</li> <li>- To perform a piece of original music</li> <li>- To compose a short piece of music to describe the characteristics of a chosen animal</li> <li>- To compose a short melody to describe 'good' or 'evil'</li> </ul>	<p><b>Literacy:</b> Language for Learning: Through the activities in this unit pupils will be able to understand and use words relating to unit. Encourage the use of specific vocabulary. Key foci: - Orchestra - Instrument family - Pizzicato - Timbre - Motif - Composition - Conductor - Descriptive music - Leitmotif - Accidentals - Improvise</p> <p>Drilling of vocabulary.</p>	<p>Formative assessment through:</p> <ul style="list-style-type: none"> <li>• Teacher observation and feedback during warm-ups and class participation (engagement, confidence and accuracy of rhythm)</li> <li>• Teacher log books to record observations</li> <li>• Peer assessment – paired/ensemble activities to provide opportunity for students to provide feedback to each other (with a focus on key vocabulary). Performances will be recorded so that students can</li> </ul>	<p>Knowledge Organisers</p> <p>Piano</p> <p>Keyboards</p> <p>Glockenspiels</p> <p>Ukuleles</p> <p>Class un-tuned percussion instruments</p> <p>Headphones</p> <p>Sheet music</p> <p>Speakers</p> <p>PowerPoints</p> <p>YouTube</p> <p>Mini whiteboards</p>	<p>Students will develop social skills and communication through performing as part of a class orchestra.</p> <p>Orchestral music can be deeply expressive, allowing students to connect with a wide range of emotions through listening and playing.</p> <p>Students will engage with orchestral music from various historical periods, cultures and traditions; fostering cultural awareness.</p> <p>Modelling exemplary behaviour. SHAPE AND STEPS used by staff to promote and model to students.</p>

		<ul style="list-style-type: none"> <li>• <b>be able to identify a number of instruments of the orchestra visually</b></li> <li>• <b>understand and use the word ensemble to describe a group of performers</b></li> <li>• <b>understand the role of the conductor within an orchestra</b></li> <li>• <b>use musical vocabulary to describe the sound created by orchestral instruments</b></li> <li>• <b>extend and develop musical ideas with support</b></li> </ul> <p><b>Some pupils will:</b></p> <ul style="list-style-type: none"> <li>• <b>be able to identify several orchestral instruments visually and through listening</b></li> <li>• <b>use more advanced musical vocabulary to describe different playing techniques of instruments of the orchestra (e.g. pizzicato, vibrato)</b></li> <li>• <b>use a wide range of musical</b></li> </ul>	<p>- To perform a leitmotif on the keyboard and select a suitable orchestral instrument sound</p>	<p><b>Numeracy:</b> musical concepts related to counting:</p> <ul style="list-style-type: none"> <li>- Beats</li> <li>- Rhythms</li> <li>- Duration of notes</li> </ul> <p>Awareness of formal symbols (notation):</p> <ul style="list-style-type: none"> <li>- Recognise patterns in music such as a riff</li> <li>- Graphic notation – recognising formal symbols and dynamic symbols</li> </ul>	<p>reflect and provide feedback</p> <ul style="list-style-type: none"> <li>• Self-assessment – students to use assessment stickers to reflect on their progress and set goals for improvement</li> </ul> <p>Performance opportunities in class to showcase ensemble and solo performances and provide opportunity for self/peer feedback</p> <p>Summative assessment through:</p> <ul style="list-style-type: none"> <li>• Week 3 assessment in Term 6 – students to compose a short piece of descriptive music in response to a brief</li> </ul> <p>Homework tasks - as outlined in Knowledge Organisers</p>	<p>Audio recorder</p>	<p>Active use of STAR and SHAPE to embed good inter-personal relationships and speech and language skills.</p>
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		<p><b>vocabulary to describe the timbre of musical instruments</b></p> <ul style="list-style-type: none"><li>• <b>perform music from staff notation</b></li><li>• <b>take a lead role when rehearsing as part of an ensemble</b></li><li>• <b>extend and develop musical ideas independently</b></li></ul>					
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