



## The Fisher Way: Curriculum



*The Fisher Way aims to educate and inspire with joy, faith and love because we are an inclusive Catholic community.*

**Successful and resilient** learners who aspire to and achieve excellence

**Confident** individuals who can explore and communicate effectively

**Responsible** citizens who are active, loving and wise in all their endeavours

<b>Subject</b>	Music
<b>Year Group</b>	Year 7
<b>Intent</b>	<p><b>Successful and resilient learners:</b> Learners will engage in a number of styles and genres which all pose their own individual challenges and will need determination and commitment to complete the work with success.</p> <p><b>Confident individuals:</b> Learners will demonstrate a number of different approaches to practical, composition and theoretical work and will develop confidence through a variety of Performances and Self-Evaluation,</p> <p><b>Responsible citizens:</b> Students will understand the impact that their studied music has had on society and culture, and understand the impact this has had on their own learning and their responsibility to the music world and industry.</p>

<p><b>Narrative</b></p>	<p><b>How are they going to be different when they finish the year?</b> All learners will have developed a good understanding the key Musical elements of Music and used this do begin analysing music in detail, and developed base knowledge of simple notation (pitch and rhythm) and used this to perform simple melodies. They will also gain a knowledge of instruments and their families and the historical context of how music has developed and grown through time, as well as understanding music from another culture and the difference of how music is approached there.</p> <p><b>How does this link to what they have done before?</b> This should build upon the KS2 Music students that may have touched on some of the musical elements and some simple rhythmic notation encountered, and push this further to develop understanding of pitch at the same time. Instrument knowledge and experiences will be varied, and this is hones and evened out/</p> <p><b>How does this set them up for the years to come?</b> All of these key skills are based on the key skills needed for GCSE and A-Level work – these are the foundations being laid down in KS3.</p>					
<p><b>Half term</b></p>	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
<p><b>Knowledge (topics studied)</b></p>	<p>Music and Fantasy</p>	<p>Orchestral Instruments and Notation</p>	<p>Orchestral Instruments and notation continued History of Music</p>	<p>History of Music (continued)</p>	<p>History of Music (completed) EXAM</p>	<p>African Drumming</p>
<p><b>Key skills</b></p>	<p>MUSICAL ELEMENTS- timbre, pitch, texture, dynamics, tempos, melody, rhythm, structure, silence. PERFORMANCE and COMPOSITION through aural interpretation and creation.</p>	<p>ORCHESTRAL INSTRUMENT FAMILIES AND INSTRUMENT KNOWLEDGE - String, Brass, Woodwind and Percussion. NOTATION AND READING FROM A STAVE - Semibreve, Minim, Crotchet, Quaver, Treble clef, staves. PERFORMANCE</p>	<p>Continuing with .... ORCHESTRAL INSTRUMENT FAMILIES AND INSTRUMENT KNOWLEDGE - String, Brass, Woodwind and Percussion. NOTATION AND READING FROM A STAVE - Semibreve, Minim, Crotchet, Quaver, Treble clef, staves.</p>	<p>HISTORICAL CONTEXT OF MUSIC - Renaissance, Baroque, Classical Romantic, 20th &amp; 21st Century. Understanding of composers, instruments and musical styles from each period. PERFORMANCE using notation in the style of the historical</p>	<p>HISTORICAL CONTEXT OF MUSIC - Renaissance, Baroque, Classical Romantic, 20th &amp; 21st Century. Understanding of composers, instruments and musical styles from each period. PERFORMANCE using notation in the style of the</p>	<p>RHYTHM LAYER AND FEATURES including syncopation, accents, on-beat, off-beat and cross-rhythms. TRADITIONAL AFRICAN DRUMMING INSTRUMENTS including Djembe and variety of Shakers. PERFORMANCE</p>

		<p>using notation to perform the piece from. Ability to read the music and translate that to an instrument.</p> <p>LISTENING and DISCUSSION and music using the MUSICAL ELEMENTS- timbre, pitch, texture, dynamics, tempos, melody, rhythm, structure, silence.</p>	<p>PERFORMANCE using notation to perform the piece from. Ability to read the music and translate that to an instrument.</p> <p>HISTORICAL CONTEXT OF MUSIC - Renaissance, Baroque, Classical Romantic, 20th &amp; 21st Century. Understanding of composers, instruments and musical styles from each period.</p> <p>PERFORMANCE using notation in the style of the historical period.</p> <p>COMPOSITION in the styles of the historical period, now with set structure.</p> <p>LISTENING and DISCUSSION and music using the MUSICAL ELEMENTS- timbre, pitch, texture, dynamics, tempos, melody,</p>	<p>period.</p> <p>COMPOSITION in the styles of the historical period, now with set structure.</p> <p>LISTENING and DISCUSSION and music using the MUSICAL ELEMENTS- timbre, pitch, texture, dynamics, tempos, melody, rhythm, structure, silence.</p>	<p>historical period.</p> <p>COMPOSITION in the styles of the historical period, now with set structure. EXAM consolidates the knowledge from the previous 3 topics.</p> <p>LISTENING and DISCUSSION and music using the MUSICAL ELEMENTS- timbre, pitch, texture, dynamics, tempos, melody, rhythm, structure, silence.</p>	<p>either as a class or in groups of African drumming piece learner aurally.</p> <p>LISTENING and DISCUSSION and music using the MUSICAL ELEMENTS- timbre, pitch, texture, dynamics, tempos, melody, rhythm, structure, silence.</p>
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			rhythm, structure, silence.			
<b>Cultural capital</b>	The context of all music - all music is based on the Musical Elements and this allow students to break down and discuss and analyse music for the rest of their musical future. Musical elements WILL feature at GCSE, A-Level, Degree level and beyond.	Career aspects of performers and orchestral musicians. Historical context of how the orchestra developed. Music reading is crucial for all future music studies and most careers in music.	Clear historical context of how the music we create today actually got to this point. Understanding the influences that lead to music sounding how it did and how it does. Career aspects of performer and composers discussed at various points.	Clear historical context of how the music we create today actually got to this point. Understanding the influences that lead to music sounding how it did and how it does. Career aspects of performer and composers discussed at various points.	Clear historical context of how the music we create today actually got to this point. Understanding the influences that lead to music sounding how it did and how it does. Career aspects of performer and composers discussed at various points.	Exploring music from another culture that does not use the standard 8 note scale and standard notation that western music uses. Also, the way the music is created and developed as a piece is different to western music
<b>Assessment</b>	PERFORMANCE, COMPOSITION and EVALUATION assessment of "Moment of Magic" composition.	PERFORMANCE and EVALUATION of melody using notation.	PERFORMANCE of Pachelbel's Canon.	COMPOSITION and EVALUATION based on Danse Macabre (4 key points).	COMPOSITION and EVALUATION based on Danse Macabre (4 key points).  Year 7 Exam.	African Drumming PERFORMANCE.