Falconer School

Curriculum Intent:

We are committed to providing a personalised curriculum which allows students to grow in confidence, build resilience and realise their full potential; equipping them with the skills and knowledge needed for future success.

Course Information			
Year: 7		**Subject: Music**	
Subject	Music	**Subject Lead contact information**	Martin Stacey m.stacey@falconer.herts.sch.uk
Exam Board	N/A	**Specification code**	N/A

Subject Content

Alongside learning to play instruments (such as electric guitar, bass guitar, drums or keyboard), classroom lessons are a chance to learn the rudiments of music theory, reading notation and experiencing the work of composers throughout the ages. The studio is well equipped and allows the boys to play together as a group, developing ensemble skills.

Differentiation

Differentiation is the way the teacher adapts the lessons to provide the right kind of challenge to each pupil. This allows all pupils to access the same piece of work, at their own level. Some examples of differentiation used in Music are:

- Pupils offered simple percussion instruments to play rhythms if not learning an instrument
- Questions about listening if not performing
- Physical demonstration of how to play instruments if not reading music
- Option to use musical worksheets if not participating in group performances
- Alternative repertoire to encourage boys to learn from music they enjoy

Technical Vocabulary

Performance terms: forte, piano, mezzo, crescendo, diminuendo, legato, staccato, accelerando, rallentando, ensemble, tempo, dynamics

Technical terms: amplify, input, output, acoustic,

Musical terms: crotchet, minim, semi-breve,

Autumn 1	**Instrument families** Students will spend this half term looking at the main instruments that form families depending on the nature of how they are made (brass, strings, woodwind, percussion, keyboard) and the techniques used to play them (bowed, plucked, struck, strummed, hit, shaken etc.) Alongside this they will be introduced to the basics of rhythmic notation (crotchets, minims, quavers etc.) and be able to read simple rhythms to be played on percussion instruments. All students will be given the chance to learn how to play an instrument of their choice (drums, keyboard, lead guitar or bass guitar) and begin performing simple songs as a group.
Autumn 2	**Film Music** Students will focus on the music of film composers such as John Williams and Hans Zimmer, learning how music helps to tell a story and make a film great. They will understand what a 'Leitmotif' is and how characters have their own themes throughout a movie, emphasising key moments in a plot. There will be an extension to the work covered in the first half of term with regards to notation and additional theory will be taught (including semi-quavers and dotted notes). In performance, students will learn to play their parts from the notation they have learnt allowing them to develop a coordination between the written notes and the action of playing them on instruments.

Spring 1	**Styles in 20th century popular music 1** The focus of this half term is to introduce students to the wide variety of styles that have evolved throughout the last hundred years in popular music, from the origins of jazz and blues through to rock'n'roll, motown, soul, reggae, disco, funk, bossa-nova and many more. The most celebrated musicians and singers will be looked at in order to learn about their role in the evolution of each genre. More advanced repertoire will be learnt individually and as an ensemble during lessons, which will encourage students to improve their technical and musical skills. Emphasis will be given to expression in performance with students learning to play using dynamics and at different tempi.
Spring 2	**Styles in 20th century popular music 2** As in the previous half term, students will continue to explore the genres of popular music which have evolved in the last century, increasing awareness of the work of individual artists. There will be more focus this half term on playing techniques used by different instruments and key vocabulary taught so that students can describe what they are hearing. In performance, we are introducing students to written pitch as an extension to their understanding of rhythm. Learning about the stave and how notes are written will provide an opportunity to understand how music is translated from paper into sound.
Summer 1	**Periods in Western music history 1** Whereas the Spring term focussed on popular music, this term will cover the main periods of Western music which will offer the chance to learn about composers and their greatest works. This will provide opportunities for cross-curricular activities relating to history and geography. Periods will include Medieval, renaissance, baroque, classical, romantic and 20th century music. Those students playing tuned instruments will begin to learn technical exercises such as five-finger techniques on the keyboard together with scales and arpeggios. Those playing guitars will also learn scales and positions on the fretboard.
Summer 2	**Periods in Western music history 2** Continuing the topic of periods in music history, lessons will focus on different types of ensemble from chamber music such as duos, trios and quartets through to how an orchestra is put together and composers utilise different textures to create expression. Performing as a class, each group will put together a programme that they can play in a concert at the end of term. Focus will be on mastering the form and expression of each song, knowing how to start and finish together, and developing the confidence needed for musicians to perform in front of an audience.

Assessment Details

Practice books are provided for each student in which the notes of every song are written. Worksheets used to learn about styles and periods are kept in individual folders, building a portfolio of work for each student.

What can I do to support my child at home?

Encourage your child to utilise the wide ocean of music available on YouTube and further explore the music we listen to in school at home. If your child is enjoying playing an instrument it is always a good idea to purchase an instrument of their own to play at home, since a lot of the skills musicians develop are through working alone and taking time to practice in their own time.

Recommended resources

Classic FM website
YouTube
Spotify

Teaching Staff Contact Details

Name	Role	Email	Tel
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