

# Our Lady Queen of Peace

Catholic Engineering College

## Curriculum Overview

### Year 7 Music

*Singing*

*Listening*

*Composing*

*Performing*

#### Careers

| Local Market Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Skills                                                                                                                                                                                                                                                                 | Jobs                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Liverpool &amp; North West:</p> <p>Vibrant music &amp; performing arts scene. Several major recording studios, media companies (Salford), major broadcasters (BBC, Cable channels), musical instrument manufacturers (Willis' Organ Builders, Wells, Organ builders). Numerous large and smaller scale concert venues, theatres. Opportunities for arts management, music performance, production. Several major orchestras, smaller ensembles, many choirs in a range or repertoire, standards. Thriving church music</p> | <p>Directly:</p> <p>Music, practical, theory, technology, performance</p> <p>Generic:</p> <p>Confidence<br/>Team work<br/>Self esteem and self actualisation<br/>Leadership<br/>Creativity<br/>Divergent thinking and problem solving<br/>Autonomy and risk taking</p> | <p>Singers<br/>Song writers<br/>Performers<br/>Production<br/>Management<br/>Education<br/>Therapy<br/>Construction<br/>Music Technology<br/>Arrangement<br/>Broadcasting<br/>DJ, radio and other media<br/>Music legal<br/>Sacred music</p> |

#### Knowledge & Understanding

#### Subject Specific Literacy Development

#### Cultural Capital / Enrichment Opportunities

|             | Topics (Bigger Picture) | Knowledge (Key Concepts)                                                                                                                                   | Recall & Retrieval Practice Focus | Key Vocabulary                                                    |                                                                                  |
|-------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Half Term 1 | Vocal Technique         | <ul style="list-style-type: none"> <li>Breathwork</li> <li>Stance</li> <li>Singing in unison</li> <li>Holding pitch</li> <li>Keeping rhythm and</li> </ul> |                                   | <p>Unison<br/>Technique<br/>Breathing<br/>Diction<br/>Soprano</p> | <p>Performance:</p> <p>Visit a school show and speak with a performer/artist</p> |

|                 | Knowledge & Understanding        |                                                                                                                                                                                                                                           |                                   | Subject Specific Literacy Development                                                                                                                                                                                                                                                                                                                    | Cultural Capital / Enrichment Opportunities                                                                                                                                                |
|-----------------|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                 | Topics (Bigger Picture)          | Knowledge (Key Concepts)                                                                                                                                                                                                                  | Recall & Retrieval Practice Focus | Key Vocabulary                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                            |
|                 |                                  | <p>pulse</p> <ul style="list-style-type: none"> <li>Accurate unison and two part (canon)</li> </ul>                                                                                                                                       |                                   | <p>Alto<br/>Tenor<br/>Bass<br/>Treble<br/>Diaphragm</p>                                                                                                                                                                                                                                                                                                  | <p>Have a music theatre company visit the school, lead a performance and have the opportunity for q&amp;a regarding career opportunities</p>                                               |
| Half Term 2 & 3 | African Drumming                 | <ul style="list-style-type: none"> <li>Ensemble performance</li> <li>Beat</li> <li>Rhythm</li> <li>Keeping Time</li> <li>Recall</li> <li>Identifying tempo &amp; texture</li> <li>Identifying pitch</li> <li>Create a pastiche</li> </ul> |                                   | <p>Djembe<br/>Antiphonal<br/>Pulse<br/>Tempo<br/>Dynamics<br/>Rhythm<br/>Duration<br/>Ensemble<br/>Crescendo<br/>Composition</p>                                                                                                                                                                                                                         | <p>Invite drummers into school and lead a Q&amp;A regarding career opportunities</p> <p>Arrange possible concert trips depending on availability and arrange to speak with the artists</p> |
| Half Term 4 & 5 | Sights & Sounds of the Orchestra | <ul style="list-style-type: none"> <li>Identification of orchestral instruments (aural)</li> <li>Exploring orchestral instruments</li> <li>Identify orchestral textures in combination</li> </ul>                                         |                                   | <p>String - individual instruments<br/>Brass – Individual instruments<br/>Woodwind – Individual instruments<br/>Percussion – Individual instruments</p> <p>Violin, viola, cello, double-bass, harp, piano<br/>Trumpet, trombone, French-horn, tuba</p> <p>Piccolo, flute, oboe, clarinet, bassoon<br/>Cymbal, timpani, snaredrum, bassdrum, triangle</p> | <p>Visit an orchestral rehearsal</p> <p>Speak with musicians</p> <p>Invite musicians from the Phil into school to meet pupils</p> <p>Invite peripatetic</p>                                |

|                        | Knowledge & Understanding                                                           |                                                                                                                                                                                                                                                            |                                      | Subject Specific Literacy Development                        | Cultural Capital /<br>Enrichment<br>Opportunities                                     |
|------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------------------------------|
|                        | Topics<br>(Bigger Picture)                                                          | Knowledge<br>(Key Concepts)                                                                                                                                                                                                                                | Recall & Retrieval<br>Practice Focus | Key Vocabulary                                               |                                                                                       |
|                        |                                                                                     |                                                                                                                                                                                                                                                            |                                      |                                                              | staff to give open rehearsals and arrange Q&A                                         |
| <b>Half<br/>Term 6</b> | <b>Minimalist</b><br><i>Reily in C</i><br><i>Dorian Toccata -</i><br><i>Peckham</i> | <ul style="list-style-type: none"> <li>• <b>Introduction to keyboards</b></li> <li>• <b>Keys on the keyboard</b></li> <li>• <b>Single finger riffs</b></li> <li>• <b>Class performance</b></li> <li>• <b>Class composition of similar piece</b></li> </ul> |                                      | Riff<br>Texture<br>Pitch<br>Dynamics<br>Minimalist<br>Timbre | Visit a classical concert or a contemporary concert<br><br>Invite artists into school |

| Key Assessments  |                                                        |                             |                                                         |
|------------------|--------------------------------------------------------|-----------------------------|---------------------------------------------------------|
| When             | What will be assessed?                                 | Why is this being assessed? | How will results be stored & students receive feedback? |
| Mid Year Exam    | Written Exam<br>Elements of Music – Vocal and Drumming | Consolidate learning        | SIMS Data Drop                                          |
| End of Year Exam | Listening Exam<br>Instruments of the Orchestra         | Consolidate learning        | SIMS Data Drop                                          |