



Subject:	Music
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Lead Teacher:	Mrs A. Chapman / Mr R. Chapman
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Year:	7
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Curriculum organisation			
Students are taught in form groups of 28 students for one lesson per week.			
What topics will your daughter be studying this year?			How will your daughter be learning?
Autumn Term <ul style="list-style-type: none"> Rhythm Melody Keyboard base line tests. Basic notation including graphic scores Keyboard Skills General Appraising 	Spring Term <ul style="list-style-type: none"> The Musical Elements 'Mood and Atmosphere' – Ternary form General Appraising Composition skills Ukulele 	Summer Term <ul style="list-style-type: none"> Singing – cover songs and song structures e.g. verse chorus. World Music Indian Classical Ensemble performance 	<ul style="list-style-type: none"> Whole class discussion Pair work Composition Scoring and notation as well as alternative methods of scoring like graphic notation. General appraising and development of aural skills. Performance both solo and ensemble End of term practical and theory assessments.
Equipment needed for lessons		How will learning be assessed and progress measured?	
<ul style="list-style-type: none"> Standard school stationery Own instruments if applicable. 		<ul style="list-style-type: none"> Baseline assessment in Autumn half-term 1 through keyboard skills. Students will peer-mark both formally and informally for each unit. Practical assessments for each unit. Key homework tasks will be graded using the NGHS Marking Policy 	
Extension & Enrichment opportunities		What can you do to support your child?	
<ul style="list-style-type: none"> Extra-curricular performance opportunities Composer of the Week – Focus on a range of composers and key pieces. House Music competition in the Autumn term. Folk ensemble, ukulele club, choir, orchestra, saxophone ensemble 		<ul style="list-style-type: none"> Share own musical tastes General appraisal of different musical styles Go through note names and rhythms. 	
Inclusion		Inclusion in KS3 Music	
<ul style="list-style-type: none"> Teachers follow student passports to ensure that the needs of all students with SEND are met. Work is enlarged to the necessary size for visually impaired students. Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs. Students have the use of laptop if they have a SEND need whereby use of a laptop supports them. Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons. Dyslexic students are encouraged to use coloured overlays when they are required to read long passages. Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources. Students with ADHD are given movement breaks, fidget toys and lessons are broken down to aid concentration. Students are seated according to their needs, students work with the SENDCo to decide upon this. 		<ul style="list-style-type: none"> We study an eclectic and diverse range of composers and musical genres from all ethnicities and identities. Within music, students are encouraged to demonstrate their musical tastes and to comment critically upon the works of others. Students musical tastes are encouraged through discussion and when choosing repertoire for performance. All teachers employ inclusive pedagogy so not just what they teach but how they teach is inclusive through a variety of delivery techniques (place mats with instructions/ step-by-step guides, mind maps, multiple choice questions) and assessment design which contributes to the achievement of all. Use of visual and audio cues to support processing of written text. Key words/subject vocabulary displayed on classroom walls to aid memory in addition to the use of mnemonics/acronyms. Differentiated sheets are provided for practical work to ensure that the tasks are accessible for all. 	

If you have any questions about this Learning Overview, please contact the named Teacher above.