

# Year 7 Music

Here are our units of study in Music:

## **Rhythm and Pulse**

Students begin with the basics of rhythm and pulse, laying a foundation for their musical understanding. They learn how to keep in time with a pulse, and with each other, whilst developing their ability to read basic musical notation. They develop their skill using percussion instruments through grouped and class-based performance activities.

## **Graphic Scores**

The students explore musical expression through the study and performance of graphic scores whilst becoming familiar with the individual elements of music. They develop their composition skills through creating a piece of music that represent a haunted house, incorporating the key musical elements such as pitch, dynamics and tempo.

## **Instruments & Notation**

Students develop their knowledge of musical notation and how to read it, discovering a language that opens another door to performing and composing music. They learn about the four families of musical instruments through listening activities and develop their keyboard skills through different performance activities that explore these instruments. Students understand the different timbral qualities of different instruments and begin to explore how to use them creatively.

## **Music and Mood**

During this unit, students explore music's ability to convey mood through a series of listening and composition tasks. They develop understanding of how different elements of music can convey different emotions, composing their own pieces to represent a painting of their choice.

## **Around the World!**

During this unit, students learn about different cultures and the role music plays in them. They learn about the traditional music of countries spanning the globe and how to perform it, exploring different time signatures and playing techniques along the way. They learn about and perform some Ghanaian drumming, Brazilian Samba, Indian talas, ending in a performance of their own composition based on an Irish jig.

## **Samba**

The final unit of Year 7 lands our students in sunny Brazil, exploring the exciting music of Samba, performing complex and energetic rhythms using our impressive collection of Samba percussion. They will develop their ability to perform using syncopation and polyrhythms, whilst developing their group performance skills through drum circles and smaller group performances. They will finish the unit by creating their own Samba-inspired pieces.

## Useful and engaging websites

1. [www.nyphilkids.org/](http://www.nyphilkids.org/) - here you can learn more about the orchestra by playing games or watch some orchestra performances in the 'Young People's Concerts Play section
2. [www.mydso.com/dso-kids/activities/make-your-own-instrument](http://www.mydso.com/dso-kids/activities/make-your-own-instrument) - guides to making your own instruments at home
3. [www.piano-tutorials.com/](http://www.piano-tutorials.com/) - for anyone who has a piano or keyboard at home there are song tutorials here
4. [virtualpiano.net/](http://virtualpiano.net/) - a virtual piano you can use on your computer if you do not have a piano
5. [www.virtualdrumming.com/drums/online-virtual-games/hip-hop-drum-kits.html](http://www.virtualdrumming.com/drums/online-virtual-games/hip-hop-drum-kits.html) - virtual drum kit
6. Singing is a great way to do music if you have no instrument, it is also an activity that can make you feel good. Look up lyrics or a karaoke track on YouTube for your favourite song. To improve your singing try doing some warm-ups first. There are some tips on these sites:

[jamzone.littlekidsrock.org/instrument/vocals/](http://jamzone.littlekidsrock.org/instrument/vocals/)

[takelessons.com/blog/learning-how-to-sing-z02](http://takelessons.com/blog/learning-how-to-sing-z02)

[www.musictoyourhome.com/blog/6-vocal-warm-ups-for-kids/](http://www.musictoyourhome.com/blog/6-vocal-warm-ups-for-kids/)

[www.bbc.co.uk/bitesize/topics/zvdqhyc/articles/z6c wd6f](http://www.bbc.co.uk/bitesize/topics/zvdqhyc/articles/z6c wd6f)

[www.bbc.co.uk/bitesize/topics/zvdqhyc/articles/zn2ht39](http://www.bbc.co.uk/bitesize/topics/zvdqhyc/articles/zn2ht39)