

EPCHS Music Department: YEAR 7 KS3 Programme of Study

We aim to inspire our students to develop a passion for the study of music. We want to ensure that our young people have many opportunities to be involved in a range of musical experiences inside and outside of the classroom, regardless of their backgrounds. The ability to create, perform and appreciate music is central to our teaching.

"I would teach children music, physics, and philosophy but most importantly music, for the patterns in music and all the arts are the keys to learning" -Plato

"Music is what tells us that the human race is greater than we realise" - Napoleon

"If I had my life to live over again, I would have made a rule to read some poetry and listen to some music at least once every week" - Darwin

Three quotes from some of the world's most influential figures tell us all about why the Music Department at Ellesmere Port Catholic High School is teaching a broad and balanced curriculum that inspires our students to explore the world of music. Every week we immerse our students in a creative environment in which our students can compose, analyse and perform in various different styles with the ultimate goal of making a well rounded and passionate musician who wants to pursue the vocation further into the professional world.

Term	Unit of Work	Intent
Autumn	<p>Baselining Assessment What do you know?</p> <p>Elements of Music Listening</p> <p>Graphic Scores Performance and Listening</p>	<ul style="list-style-type: none"> • Baseline assessment to assess pupils musical understanding from KS2 to KS3. • Understand and recognise the Elements of Music: PITCH, TEMPO, DYNAMICS, DURATION, TEXTURE, TIMBRE, SILENCE. • Draw on the Elements of Music as a resource when composing, creating and improvising and use the Elements of Music effectively when performing and singing. • Recognise the Elements of Music when listening to and appraising music from different times and different places. • To understand the basic features of graphic scores. • To be able to identify musical elements within a graphic score. • Explore how music can be interrupted through symbols and lines. • Learn about the different musical symbols and terms used to describe the musical elements. • To develop understanding of graphic score notation and how it can be used in writing down music.

Spring	<p>Morning Music Composition, Listening and Performance</p> <p>Night Music Composition, Listening and Performance</p>	<ul style="list-style-type: none"> • Investigate how composers have used the elements of music to create the feeling of morning in their music. • To listen to and appraise their own and others' work using appropriate musical vocabulary. • Distinguish between pulse/beat and rhythm. • Learn about lullabies and how composers have used the elements of music to create the feeling and mood of night through music. • To develop ensemble skills when working in pairs. • To use the elements of music in a structured group composition describing morning and sunrise • Learn about pitch by performing a melodic part as part of a group lullaby performance • Evaluate “Morning Mood” pieces in terms of the elements of music
Summer	<p>Four Seas Composition, Listening and Performance</p> <p>Ode to Joy Performance and Listening</p>	<ul style="list-style-type: none"> • Explore how musical elements are used to create feelings and emotions. • Develop an understanding of musical instruments and how they are played, the families/sections, construction, different sound production methods and characteristic timbres/sonorities. • To understand basic principles of staff notation (staff, treble clef, time signature, note values). • Explore different chords and melodic approaches to composition. • Learn how to play the piano with keyboard skills and techniques. • To perform using the correct basic hand position. • Develop and understanding of note values in terms of duration, bars and simple time signatures. • Know how to label or identify different sections within a complete piece of music. • Recognise that music with a recurring or repeated section provides familiarity to the listener.