

Curriculum Overview Templates– Holly Lodge Girls’ College

		Term 1			Term 2	Term 3
	Title	Rhythm + Metre 1	Musical Structures – 1 (Binary Form)	World Music – Music from Japan	Keyboard Skills – 1	Guitars – 1
Year 7	Curriculum Content	<ul style="list-style-type: none"> • The music of some cultures is based entirely on rhythmic ideas • The pulse, beat and rhythm • Using graphic notation • Using staff notation • What is a time signature? • The basics of playing a drum kit 	<ul style="list-style-type: none"> • What is Form? • Introduction to Binary Form • Awareness of the Baroque Era and some of the influential composers of that time • What is an ostinato? • Creating a piece of music in Binary Form • Using melody and harmony to create layers to our composition 	<ul style="list-style-type: none"> • Awareness of the culture and beliefs of Japanese people • What is a Pentatonic Scale? • Recognising and using the sounds of traditional Japanese instruments • Revision of Binary Form • Using music sequencing software • Creating a Japanese 	<ul style="list-style-type: none"> • Understanding, following and using staff notation; using mnemonics to help • The keyboard layout – How do you know which key is which? • Why is there more than one ‘C’ on the keyboard and how do I know which one to use? • Developing fine motor skills and independent finger technique to play the keyboard • Playing a right-hand melody of a well-known piece • How do you practice? • What is posture and why is it important? 	<ul style="list-style-type: none"> • Understanding, following and using tab notation • Acoustic vs electric – what’s the difference? • Knowing the different parts of the instrument • What are frets and how are they used? • Coordinating RH and LH together • Revision of “how do you practice?” • What is ‘finger picking’? • Finger picking a well-known melody

				inspired original compositio n		
	Assessment	<p>When reviewing work for these SOLs: Teacher judgement regarding aptitude, participation and engagement:</p> <p>1= Consistently and confidently selects and combines all skills, techniques and ideas, and independently applies, reflects and refines their learning.</p> <p>2= Frequently demonstrates skills, techniques and ideas, and demonstrates resilience in applying, reflecting and refining their learning.</p> <p>3= Occasionally demonstrates skills, techniques and ideas and has some confidence during application, but requires teacher encouragement to fully engage with refining work and/or new learning.</p> <p>4= Inconsistently demonstrates basic skills, techniques and ideas and shows limited resilience and confidence during application.</p>				