

Subject	Music		
	Interpretation of National Curriculum into Year group Endpoints		
Year	Term 1	Term 2	Term 3
7	<ul style="list-style-type: none"> <li>• Elements of music, definitions – pitch, tempo, dynamics, timbre, texture, crescendo, diminuendo, accelerando, rallentando et</li> <li>• How the elements are used in music</li> <li>• Starting to analyse and describe the use of elements within music</li> <li>• Learning basic notation – through Figurenotes then developing recognition of colours and letter links to transfer to ‘proper’ notation</li> <li>• Singing in a mixed ensemble – starting as karaoke with Youtube to get enthusiasm together etc then building on skills to develop into multiple parts including harmony etc through use of rounds etc.</li> <li>• Playing to peers and giving basic feedback</li> <li>• Learning effective practice methods</li> </ul>	<ul style="list-style-type: none"> <li>•Composing for film music – focusing on the work of John Williams for the Harry Potter films and the style required to suit the atmosphere/action within the film</li> <li>•Application of the elements to their practical work</li> <li>•Using music to create different atmospheres</li> <li>•Listening to music used in different films and analysing the use of it to support the action/mood in the film</li> <li>•Composing music appropriate to the atmosphere required in scene from Harry Potter</li> <li>•Composing as an ensemble using percussion, keyboards, voices and any other creative ways of making sounds.</li> <li>•Recognising how to analyse and reflect on the suitability of their music.</li> </ul>	<ul style="list-style-type: none"> <li>•Ability to tune the ukulele and recognise issues by ear (tune to piano)</li> <li>•Ukulele chords – starting with C, F and Dm. (Develop to learn G and Am as well)</li> <li>•Chord progressions – aiming to play a progression of 3 or 4 chords and sing at the same time in order to perform a pop song as a small group and whole class.</li> <li>•More able will be challenged with different strumming patterns.</li> <li>•Singing whilst playing either 2, 3 or 4 chords on the ukulele</li> <li>•Working independently, in small groups and as class to perform both chords and singing</li> <li>•Performing to the class to develop the confidence required</li> <li>•Reading TAB and playing melodies on the ukulele in addition to the chords learnt previously</li> <li>•Pairing chords and melodies together with a partner to challenge the more able</li> </ul>