

Topic: Year 7 Music of Japan Duration: 6-7 weeks			
Key vocabulary:	Core knowledge questions:	Powerful knowledge crucial to commit to long term memory	Links to previous and future topics
Rhythm, Half Beats, I Rests, Breve, Crotchet, Duration, Minim, Notation, Pair Of Quavers, Quaver, Semibreve, 2 beats in a bar, 3 beats in bar, 4 beats in a bar, Accent, Bar, Bar line, Time Signature, Beat, Duration, Notation, Keyboard, Right Hand, Left Hand, C D E F G A B pitches, 1 2 3 4 5 digits of hand, backing beat, accompaniment, bass line, treble clef, bass clef, melody, staff, space notes, line notes, Pentatonic, Ostinato, Shakuhachi, Koto, Shamisen, Taiko, Percussion, String, Wind	<ol style="list-style-type: none"> 1. What is the name of the scale on which many Japanese pieces are based? 2. Which three traditional Japanese instruments would usually play the melody within a piece of music? 3. What is the name of the main traditional Japanese percussion instrument? 4. What are the letter names of the space notes in the treble clef? 5. What are the letter names of the line notes in the treble clef? 6. How do you remember the names of the space notes in the treble clef? 7. How do you remember the names of the line notes in the treble clef? 8. What is a melodic ostinato? 	<ul style="list-style-type: none"> • Be able to use and recognise a pentatonic melody and scale • Know that Pentatonic scales are very often used in simple folk music and in music of the Far East • Be able to read a combination of rhythm & pitch notation in the treble clef and apply it to the keyboard • Be able to play the melody of the Japanese folk song on keyboard in time with an accompaniment and beat. • Be able to create a melodic and rhythmic ostinato 	<ul style="list-style-type: none"> • This topic helps students develop their knowledge and understanding of the keyboard • It introduces students to the concept of simple melodies being constructed using pentatonic scales • It helps students combine reading rhythm and pitch notation • This introduces learners to the basic concepts of staff notation needed for GCSE music and beyond.

Topic: Year 7 Instruments of the Orchestra Duration 6-7 Weeks			
Key vocabulary:	Core knowledge questions	Powerful knowledge crucial to commit to long term memory	Links to previous and future topics
Conductor Orchestra Brass Strings Woodwind Percussion Timbre Arco Pizzicato Staccato Cello Harmonics Valves Embouchure Cor Anglais Reed Mouthpiece Saxophone	<ol style="list-style-type: none"> 1. What are the four instrumental sections of the orchestra? 2. Can you explain and demonstrate how the orchestra is laid out? 3. Can you name the various ways different types of instruments are played? 4. Can you name at least three different types of instruments from each of the four groups of orchestral instruments? 5. Can you identify aurally the different types of instruments including the subtler ones such as the difference between the violin and viola as well as the clarinet and oboe? 6. Can you name at least two large pieces of music composed specially to help young people to learn about the orchestra and explain a little about the composers of these works? 7. Can you describe how different instruments are constructed and explain how some of them are capable of producing special instrumental effects? 8. Do you understand the different types of timbres often found in music and can you explain them? 9. Can you perform simple, as well as more complex parts as part of a class orchestral performance? 	<p>Be able to recall all the different types of musical instruments used and found in a modern symphony orchestra.</p> <ul style="list-style-type: none"> • Brass family – Trumpet, French Horn, Trombone & Tuba. • String family – Violin, Viola, Cello & Double bass. • Woodwind – Flute, Piccolo, Oboe, English Horn, Clarinet, Bass Clarinet, Bassoon, Contra-Bassoon & Saxophones. • Percussion – Timpani, Snare Drum, Bass Drum, Cymbals, Tambourine, Triangle, Xylophone, Glockenspiel, Chimes, Marimba & Vibraphone (To name the most common). • Voice types – Soprano, Mezzo-Soprano, Alto (contralto), Counter Tenor, Tenor, Baritone and Bass. <p>Use the correct vocabulary to describe what is being listened to.</p> <p>Able to aurally identify the various different techniques used by the various instruments.</p> <p>Perform with confidence and accuracy an important part in a large whole class orchestral performance.</p> <p>Discuss the unique features of two pieces of orchestral music which highlight the various instruments used in a modern-day symphony orchestra. Namely Britten's <i>“Young Person’s Guide to the Orchestra”</i> and Saint Saens <i>“The Carnival of the Animals”</i>.</p>	<ul style="list-style-type: none"> • This topic helps students develop their knowledge and understanding of how music is performed by various types of orchestral instruments. • Ideas about how composers manipulate different types of instruments and use their special instrumental effects to achieve a specific effect on the listen/audience. • This introduces learners to key concepts needed for GCSE music and beyond.