

## Composite: Ensemble Performance Skills

Year 7

This half term, Year 7 students will learn how music works by building their understanding of pulse, rhythm, pitch and notation, before applying these skills to a full-class performance of “Faded” by Alan Walker. Students will learn to read notes on the staff, recognise musical symbols, and play short melodic and chord patterns on keyboards or glockenspiels.

As the unit progresses, students rehearse in pairs, groups and as a full ensemble—developing their confidence, timing, fluency and teamwork. Vocal warm-ups and singing tasks also help to improve posture, projection and musicianship.

This topic enables students to **belong** as they contribute to a shared musical performance, working collaboratively and supporting one another. They **thrive** by developing resilience, independence and creativity through practising new skills over time. Finally, students **achieve** by performing all sections of *Faded* together with accuracy, confidence and ensemble awareness in their end-of-unit assessment.

By the end of the topic, students will have strengthened their musical foundations and gained the confidence to perform as part of a larger group—an excellent starting point for their future musical learning.

*Performing Arts: Teaching our students to be confident, creative and collaborative Performers.*

## Composite: Pop Project

Year 7

This half term, Year 7 students will develop their musical skills through an ensemble performance of “Stand By Me”. Students will learn to read musical notation, understand chords, recognise pitch and rhythm, and perform using either the keyboard or ukulele.

Throughout the unit, students practise the four key chords used in the song, learn the iconic bass riff, and work on maintaining a steady pulse and accurate rhythm. Regular vocal warm-ups help build confidence and improve projection, posture and musical awareness. They also learn how the different musical parts fit together, rehearsing both independently and as a full ensemble.

This topic helps students **belong** by encouraging teamwork and communication as they rehearse and perform as one group. They **thrive** by developing resilience, musical independence and creativity through regular practice and problem-solving. Finally, students **achieve** by, performing the full song fluently and confidently as part of an ensemble, demonstrating progress in accuracy, timing and musicianship.

By the end of the unit, all students will have strengthened their foundational musical skills and contributed to a final class performance they can be proud of.

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## **Composite: Music for Purpose**

### Year 7

In this unit, students will be introduced to music technology and will learn how to compose their own piece of music using a Digital Audio Workstation (DAW). Working with professional music software, they will explore how digital tools are used in modern music production and develop the confidence to create and edit their own musical ideas.

Students will learn a range of compositional techniques, including creating drone notes, building tone clusters, and composing their own ostinato patterns. They will apply these skills to produce a structured piece of music based on a given stimulus, experimenting with layering, texture and creative sound choices.

This topic supports students to **belong** as they share ideas, collaborate, and learn within a supportive classroom environment. It enables them to **thrive** by exploring new technology, taking creative risks, and developing independence in their musical decision-making. Students will **achieve** by producing a completed digital composition that showcases their understanding of musical features and their growing creativity.

By the end of the unit, students will have gained valuable digital and musical skills, setting a strong foundation for future work in music and the creative arts.

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