Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

Class 7V - **Venture Curriculum Music** – *1 Lesson weekly*

Year	2026-2027 Autumn 1	2026-2027 Autumn 2	2026-2027 Spring 1	2026-2027 Spring 2	2026-2027 Summer 1	2026-2027 Summer 2
2026-2027	**Topic:** **Finding the pulse** **Suggested Key Questions:** To find and keep a pulse. To move and dance to the music. To describe tempo as fast or slow. To describe dynamics such as loud and quiet. To recognise some band and orchestral instruments. To begin to understand where music fits in the world. To begin to understand different styles of music.	**Topic:** **Festivals and Christmas** **Suggested Key Questions:** What music and instruments are associated with different festivals and Christmas. To identify different styles of music. To take part in signing Christmas Carols. Explain how the words of a song tell a story. **Key Skills and Knowledge:** To understand how music makes you feel.	**Topic:** **Charanga** Hey You! **Style of music: Old School HipHop** **Suggested Key Questions:** What is Old School HipHop? How does pulse, rhythm and pitch work together. Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words). **Suggested songs:** Me, Myself And I by De La Soul Fresh Prince Of Bel-Air by Will Smith	**Topic:** **Charanga** Rhythm In The Way We Walk and Banana Rap **Style of music: Reggae** **Suggested Key Questions:** To know the style of music Reggae. Find the pulse as they are listening to the main unit song and understand that it is the heartbeat of the music. Recognise and name two instruments they hear: Dance to each style or move to the pulse Pulse March in time with the pulse.	**Topic** **Charanga** In The Groove/Year **Style of music: Blues, Baroque, Latin, Bhangra, Folk, Funk** **Suggested Key Questions:** To know the style of music suggested. To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. To learn how they can enjoy moving to music by dancing,	**Topic:** **Charanga** Round and round **Style of music: Bossa Nova** **Suggested Key Questions:** Find the pulse as they are listening to the main unit song and understand that it is the heartbeat of the music. Pulse, rhythm and pitch in different styles of music. Recognise and name two instruments they hear: Male vocal, female vocal, bass guitar, drums, decks, Singers, keyboard, bass, guitar, percussion, trumpets and saxophones. **Suggested songs:**

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	To talk about feelings created by music. **Key Skills and Knowledge:** Keep a steady beat like the jungle drum Copy and create simple rhythms (ta, ti-ti, sh) Use body percussion and classroom instruments Learn rhythm through games and songs To understand the dynamics loud and quiet. To copy back simple rhythmic patterns using long and short. To copy back simple melodic patterns using high and low.	To explore different musical instruments for each festival. To know and recognise the sound and names of some of the instruments they use.	Rapper's Delight by The Sugarhill Gang U Can't Touch This by MC Hammer It's Like That by Run DMC **Key Skills and Knowledge:** To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	□ Copy actions. □ Keep the pulse. □ Use their imagination to find the pulse. **Key Skills and Knowledge:** To understand different genres of music. To know and recognise the sound and names of some of the instruments they use. **Suggested songs:** The Planets, Mars by Gustav Holst (Classical) Tubular Bells by Mike Oldfield (Pop) The Banana Rap by Jane Sebba (Hip Hop) Happy by Pharrell Williams (Pop) When I'm 64 by The Beatles (Pop	marching, being animals or pop stars. **Suggested songs:** How Blue Can You Get by B.B. King (Blues) Let The Bright Seraphim by Handel (Baroque) Livin' La Vida Loca by Ricky Martin (Latin/Pop) Jai Ho by J.R. Rahman (Bhangra/Bollywood) Lord Of The Dance by Ronan Hardiman (Irish) Diggin' On James Brown by Tower Of Power (Funk)	Livin' La Vida Loca by Ricky Martin (Latin/Pop) Imperial War March by John Williams (Film) It Had Better Be Tonight by Michael Bublé (Latin/Big Band) Why Don't You by Gramophonedzie (Big Band/Dance) Oya Como Va by Santana (Latin/Jazz) **Key Skills and Knowledge:** To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.
Links to Gatsby Benchmarks:	3. Addressing the needs of each pupil	3. Addressing the needs of each pupil	3. Addressing the needs of each pupil	3. Addressing the needs of each pupil	3. Addressing the needs of each pupil	3. Addressing the needs of each pupil

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	4. Linking curriculum learning to careers 5. Encounters with employers and employees. 6. Experiences of workplaces Pupils' health and physical needs are developed. Students to consider what skills are needed to access the opportunities they are interested in. Discussing careers in sports and researching sports. Taking pupils to leisure / sports centres for tournaments, meeting employees or employers from a leisure centre or a personal trainer or a coach to talk to students.	4. Linking curriculum learning to careers 5. Encounters with employers and employees. 6. Experiences of workplaces Pupils' health and physical needs are developed. Students to consider what skills are needed to access the opportunities they are interested in. Discussing careers in sports and researching sports. Taking pupils to leisure / sports centres for tournaments, meeting employees or employers from a leisure centre or a personal trainer or a coach to talk to students.	4. Linking curriculum learning to careers 5. Encounters with employers and employees. 6. Experiences of workplaces Pupils' health and physical needs are developed. Students to consider what skills are needed to access the opportunities they are interested in. Discussing careers in sports and researching sports. Taking pupils to leisure / sports centres for tournaments, meeting employees or employers from a leisure centre or a personal trainer or a coach to talk to students.	4. Linking curriculum learning to careers 5. Encounters with employers and employees. 6. Experiences of workplaces Pupils' health and physical needs are developed. Students to consider what skills are needed to access the opportunities they are interested in. Discussing careers in sports and researching sports. Taking pupils to leisure / sports centers for tournaments, meeting employees or employers from a leisure centre or a personal trainer or a coach to talk to students.	4. Linking curriculum learning to careers 5. Encounters with employers and employees. 6. Experiences of workplaces Pupils' health and physical needs are developed. Students to consider what skills are needed to access the opportunities they are interested in. Discussing careers in sports and researching sports. Taking pupils to leisure / sports centers for tournaments, meeting employees or employers from a leisure centre or a personal trainer or a coach to talk to students.	4. Linking curriculum learning to careers 5. Encounters with employers and employees. 6. Experiences of workplaces Pupils' health and physical needs are developed. Students to consider what skills are needed to access the opportunities they are interested in. Discussing careers in sports and researching sports. Taking pupils to leisure / sports centers for tournaments, meeting employees or employers from a leisure centre or a personal trainer or a coach to talk to students.