**TOPIC OVERVIEW DOCUMENT**

# YEAR 7 - Music – Rhythm Notation

## TOPIC OVERVIEW:

In this unit you will develop your understanding of **rhythm notation** by learning how to read, perform and create increasingly complex rhythmic patterns accurately. You will build confidence in recognising note values, rests and time signatures, and apply this knowledge through clapping, tapping, singing and instrumental work. You will explore how rhythm is organised in music and how notation communicates musical ideas. You will use standard musical symbols to record your own rhythms, listen critically to a range of musical examples, and begin to use rhythm notation as a practical tool for composition and performance.

Your previous studies in KS2 will support your learning in this topic as you have already explored basic rhythms, the musical staff and other forms of musical notation.

This study will also come in useful when you study any written musical notation at any point throughout your music curriculum.

| Key Vocabulary (T2) | Key Vocabulary (T3) | Core knowledge | Disciplinary Skills |
|---|---|---|---|
| Compose<br>Perform<br>Pattern<br>Rehearse<br>Repeat<br>Rest<br>Sequence<br>Structure | Crotchet<br>Measure<br>Minim<br>Quaver<br>Rhythm<br>Semibreve<br>Semiquaver<br>Time signature | The difference between pulse and rhythm.<br>The symbols and values of common rhythmic notes.<br>How bar lines organise music.<br>How time signatures work (focus on 4/4).<br>How rests create silence.<br>How rhythm can communicate different musical styles. | Read notation.<br>Count rhythms.<br>Perform together accurately.<br>Rehearse effectively.<br>Compose using notation.<br>Evaluate musical performances. |

| **Checkpoint:**<br>**Vocab/ Knowledge/ Disciplinary skill(s)** | **What does this assessment look like?** | **Which disciplinary skills do I need to be successful?** |
|---|---|---|
| Checkpoint 1:<br>Rhythm notation task | • Complete notation task identifying the missing beats in the given bars | • Read notation<br>• Count rhythms |
| Checkpoint 2:<br>Create own rhythm | • Create original rhythms with given time signatures and note values | • Compose using notation |

| **Milestone assessment:** |
|---|

**TOPIC OVERVIEW DOCUMENT**

| What does your assessment look like? | | |
|---|---|---|
| Vocab:<br>Year 7 (5)<br><br>Be able to define terms from both tier 2 and tier 3 vocabulary lists | Knowledge tasks:<br>Year 7 (30)<br><br>This will take the form of a listening assessment, where students will be asked questions regarding rhythms and time signatures of pieces played to them. | Disciplinary tasks (skills):<br>Year 7 (15)<br><br>Composition and performance of an original rhythm using specified notes and time signature. |

Students receive a **Current Working Practice (CWP)** grade: *Exceptional, Highly Developed, Consistent,* or *Developing.*

They also receive a **colour indicator** showing how they are performing against their target (based on KS2 data):

- **A – Amber**
- **G – Green**
- **P – Purple**

How can I **achieve** in this topic?

- Complete tasks in homework booklet
- Listen to a wide range of musical genres and time periods
- Apply feedback given from peers and teacher