Curriculum Map for Music Year 7

YEAR 7	Autumn 1	Autumn 2
Topics	**Music & Sound**	**West African Drumming**
Substantive Knowledge – The Knowledge Taught By The Teacher	• Knowledge of musical elements as building blocks • Students learn how graphic notation can be used to represent musical elements • Understanding of roles within group work	• Knowledge of African percussion instruments and instrumental techniques • Students develop use of notation through rhythm grids with links to crotchets and quavers • Understanding of compositional devices such as repetition, structure, dynamics and other musical elements
Disciplinary Knowledge – The Interpretation of Music Knowledge By Students When Performing, Composing or Improvising to Create Original Pieces and Performances	• Development of musical elements in performance, composition and appraisal of music	• Historical knowledge of use and development of West African instruments and use of music in these cultures • Development of musical elements and compositional skills in devising and performing group West African drum and vocal piece
Skills	• Listening and Appraising Skills – identifying musical elements and how they're used • Reading and Interpreting Graphic Scores • Communicating in Groups to Create Own Graphic Score • Ensemble Performance Skills - in front of class - building confidence and cohesion in class • Self and Peer Evaluation	• Development of Listening and Appraising Music - through West African vocal and drum music • Reading and Performing Rhythm Grid Notation • Djembe and Vocal Performance Techniques • Interpretation of African Stories - using narratives to create drum & vocal music • Ensemble Performance Skills - in front of class developing confidence and cohesion in class - leadership skills key in organising group • Self and Peer Evaluation
Links To Prior Learning	• By the end of Key Stage 2 students are expected to have learnt some compositional skills, performance skills in voice and one or two instruments and learn how to recognise and use musical elements. This curriculum introduces these musical elements catering for a range of previous musical learning with	• Use of musical elements from Autumn 1. • Group work continued and developed. • Understanding and reading of rhythm grid scores links back to graphic notation from Autumn 1. • Group performance skills developed where as well as organisation required,

	clear access for those students without prior experiences as well as developing more advanced use for more experienced students.	accuracy of rhythms and tempo now relevant.
Literacy/ Numeracy	• Reading graphic scores, key word scrambles and searches. Use of key words in graphic score composition. • Key words and sentence starters used in SIR lessons. • Counting-in for rehearsals and performances required for all students.	• West African comprehension sheets require independent and group reading. • Glossary of key words and sentence starters used in SIR lessons. • Counting beats and pulse throughout rehearsal and performance.
Cross Curricular	• Links to Geography where students consider developing vocal music based on a variety of scenes from city scenes to beaches to forests and more. • Group rehearsing and performing uses and builds communication skills, confidence, respect and inclusion for all.	• Direct link to Drama Anansi Stories with Year 7 exploring this in the same term. • Link to Geography with identification of African countries. • Strong cultural and spiritual links to West African cultures using music to communicate, explore spirituality and celebrate. • Group rehearsing and performing uses and builds communication skills, confidence, respect and inclusion for all.
Assessment	• Learning checks through low stakes questioning and starters. • Formative end of topic group performance. Composition skills, performance skills and ensemble skills assessed.	• Learning checks through low stakes questioning and starters. • Formative end of topic group performance. Composition skills, performance skills and ensemble skills assessed.

YEAR 7	Spring 1	Spring 2
Topics	**Rhythm, Pitch and Notation**	**Introducing Film Music**
Substantive Knowledge – The Knowledge Taught By The Teacher	• A more in depth look at staff notation, including semibreves, minims, crotchets, quavers and rests • Students use notation to explore rhythmic ideas together and eventually develop a deeper understanding of notation with the introduction of pitch in the treble clef • Students will use this to compose a short rhythmic and melodic part and notate it as well as explore keyboard techniques	• Students will explore the development of Film Music through a range of media • They will consolidate a range of musical elements through listening and composing where students will eventually use tonality, scales and melodic devices to create a suitable piece for a scene from a film • This will be the first experience for students on Garageband using music technology to compose
Disciplinary Knowledge – The Interpretation of Music Knowledge By Students When Performing, Composing or	• Students aim to compose using more interesting rhythms and melodic phrases and perform with a steady pulse • They will aim to compose and notate these phrases and be able to perform them with a sense of accuracy • Students consider in what other aspects of life notation is important	• Students aim to use music technology confidently to compose film music selecting suitable scales such as major, minor, chromatic or whole tone using more interesting rhythms and melodic phrases • Students will start to make links to these aspects when listening to music outside of lessons and be able to develop own joy for composition

Improvising to Create Original Pieces and Performances		
Skills	• Rhythmic and Pitch Notation Transcription Skills • Listening and Appraising Skills • Rhythmic and Keyboard Performance Skills • Compositional Skills	• Listening and Appraising Skills • Rhythmic and Melodic Compositional Skills • Rhythmic and Pitch Notation Transcription Skills • Music Technology Digital Audio Workstation (DAW) Skills
Links To Prior Learning	• This topic follows on directly from the previous West African Drumming topic, with addition of staff notation and pitch using the treble clef. This previous topic also provides students with rhythmic performance skills.	• In previous topics students have been learning about a range of musical elements, rhythm and pitch, staff notation and have been composing rhythms and melodies using these devices. They have also used keyboard skills to compose and perform melodies, scales, major and minor chords and bass lines. They have just started to explore timbre.
Literacy/ Numeracy	• Use of SIR policy with key word glossary, writing frames and sentence starters. • Key word game starters/plenaries. Use of word searches, spelling tests, unscramble exercises, written/verbal discussions. • Students will use knowledge of note values/lengths in musical notation. Addition required to ensure note values add up to relevant time-signature. Regular time indications will be given to complete tasks.	• Use of SIR policy with key word glossary, writing frames and sentence starters. • Key word game starters/plenaries. Use of word searches, spelling tests, unscramble exercises, written/verbal discussions. • Students will use knowledge of note values/lengths in musical notation. Addition required to ensure note values add up to relevant time-signature. Regular time indications will be given to complete tasks.
Cross Curricular	• During this topic students will engage in group work, working together to read and perform rhythms. Comparison made to previous West African Drumming Topic where music is passed down and not notated.	• During this topic students explore historic aspects of film music and its early development. Close links with Media topic considering underscore writing and sound effects where possible, syncing production music with moving image.
Assessment	• Learning checks through low stakes questioning and starters. • Summative assessments through teacher observations and feedback. • Formative assessment of students' performance, composition and notation.	• Learning checks through low stakes questioning and starters. • Summative assessments through teacher observations and feedback. • Formative assessment of students' Garageband composition.

YEAR 7	Summer 1	Summer 2
Topics	**Pachelbel**	**Ukulele**

Substantive Knowledge – The Knowledge Taught By The Teacher	• This unit develops use of treble clef notation and expands knowledge with use of bass clef and use of sharps in new key signatures. This scheme also introduces canon as a structural device and instruments of the orchestra with a focus on strings. • They will develop a deeper understanding of keyboard practical skills through scales, melodies and chords including inversions.	• During this topic students will learn the anatomy of the ukulele, how the strings are tuned to GCEA and where on the fretboard the musical notes are located. • Students will perform four note chords and simple melodies alongside vocalisations and singing. • The unit embeds theory learnt in previous topics into a practical setting. Within this topic students are introduced to TAB notation.
Disciplinary Knowledge – The Interpretation of Music Knowledge By Students When Performing, Composing or Improvising to Create Original Pieces and Performances	• Students will develop an understanding of Baroque and Classical music and how this has inspired modern music across the world.	• Students will aim to play chords with more complex rhythmic strumming patterns or play more simple strumming patterns and sing a separate melodic line. • They will be able to make links between ukulele songs and typical pop song features.
Skills	• Listening and Appraising Skills • Ensemble and Solo Performance Skills • Keyboard Skills • Self and Peer Evaluative Skills	• Ukulele Instrumental Skills - such as strumming, tuning and fretting • Reading of TAB Notation • Ensemble Skills • Self and Peer Evaluative Skills
Links To Prior Learning	• In previous units, students were introduced to staff notation, note values and rhythm, pitch and treble clef through a variety of performing and composing tasks.	• In introduction to Film Music, students used composition skills that developed scales further, tonality and use of sharps and flats. This Ukulele unit is more closely linked to Pachelbel's Canon where students have learnt about scales, chords, basslines, melodies alongside whole class performance.
Literacy/ Numeracy	• Use of SIR policy with key word glossary, writing frames and sentence starters. • Key word game starters/plenaries (see resources). Use of word searches, spelling tests, unscramble exercises, topic comprehensions, written/verbal discussions. • Students will use knowledge of note values/lengths in musical notation. Addition required to ensure note values add up to relevant time-signature. Regular time indications will be given to complete tasks. Working in 4/4 time signature and students required to follow bar numbers for rehearsal and performance.	• Use of SIR policy with key word glossary, writing frames and sentence starters. • Key word game starters/plenaries (see resources). Use of word searches, spelling tests, unscramble exercises, topic comprehensions, written/verbal discussions. Reading of lyrics sheets. • Students will use knowledge of note values/lengths in musical notation. Addition required to ensure note values add up to relevant time-signature. Regular time indications will be given to complete tasks. Working in 4/4 time signature and students required to follow bar numbers for rehearsal and performance.

Cross Curricular	• During this topic students will engage in large group work, working together to read and perform keyboards. Comparison made to previous Rhythm Pulse and Notation topic in regard to standard musical notation and pitches. • Link to history and religion through history of Baroque music.	• During this topic students will engage in group work, working together to read and perform ukulele. Comparison made to previous Pachelbel Cannon topic in regard to standard musical notation and pitches. • Brief history of Pop culture looked at through performance of pop extracts from 1960s to modern day.
Assessment	• Learning checks through low stakes questioning and starters. • Summative assessments through teacher observations and feedback. • Formative assessment of students' group performance.	• Learning checks through low stakes questioning and starters. • Summative assessments through teacher observations and feedback. • Formative assessment of students' group performance.