

Curriculum Map 2020-21

Subject: Music

Year: 7



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer Term
Content Knowledge	<p>Elements of Music - Musical building blocks <i>Know the specialist vocabulary to describe and discuss music. Know each of the Elements and their definitions</i> <i>Know that music can be notated in a variety of ways.</i></p> <p>Key vocabulary: pitch, tempo, dynamics, rhythm, pulse, duration, texture, sonority, graphic score, rhythm grid</p>	<p>A Cappella - unaccompanied vocal music <i>Know the specialist vocabulary to describe and discuss music. Know the structure of a song and the names of different layers in a song.</i> <i>Understand what makes an effective performance.</i></p> <p>Key vocabulary: pitch, tempo, dynamics, rhythm, pulse, melody, unison, solo, harmony, bass line</p>	<p>Art Alliance – Cross-Curricular Performance <i>Know the cultural role that music plays in different societies</i> <i>Know how the Elements are used differently in different countries.</i></p> <p>Key vocabulary: pitch, melody, tempo, dynamics, rhythm, pulse, unison, solo, harmony, scale, instrumentation, call and response</p>	<p>Music for Film – creating moods and character themes <i>Know what leitmotif and underscore are in relation to Film Music</i> <i>Know what makes a good melody</i></p> <p>Key vocabulary: pitch, melody, leitmotif, underscore, tempo, dynamics, rhythm, instrumentation, scale, step, leap</p>	<p>Popular Song - Introduction to band performance <i>Know the structure of a song</i> <i>Know the main instruments used in popular music.</i> <i>Know the key skills for playing in an ensemble.</i></p> <p>Key vocabulary: melody, harmony, chord, bass, rhythm, tempo, pulse, verse, chorus, intro, structure, strum, beat, dynamics</p>
Skills	<ul style="list-style-type: none"> - Perform in solo and ensemble contexts using voices, body percussion and instruments. - Compose rhythms notating in rhythm grids - Use the Elements to create contrast and notate in a graphic score 	<ul style="list-style-type: none"> - Perform in solo and ensemble contexts using voices and body percussion. - Work effectively as part of a group to sing in time with others. - Project the voice correctly listening for sound quality and good tuning. 	<ul style="list-style-type: none"> - Perform in solo and ensemble contexts using voices and body percussion. - Work effectively as part of a group to sing in time with others. - Project the voice correctly listening for sound quality and good tuning. 	<ul style="list-style-type: none"> - Play a character theme on the keyboard with accuracy and fluency - Explore how music can be expressive when composing. - Compose an imaginative responses to a brief 	<ul style="list-style-type: none"> -Play and perform in ensemble contexts using voices and musical instruments. - Develop performance skills on a number of instruments including keyboard, guitar, bass, drums and ukulele -Read chord boxes and play on guitar, read tab and play on bass, play basic beats on drums or cajon in time.
Key Questions	<ul style="list-style-type: none"> - What are the Elements of Music? - How does knowing about the Elements allow us to communicate more effectively? 	<ul style="list-style-type: none"> - How is A Cappella different from other types of music? - How can you rehearse effectively as a group? - What makes an effective performance? 	<ul style="list-style-type: none"> -When, where and why do different cultures play music? -How was traditional music passed down through generations? -What is call and response? 	<ul style="list-style-type: none"> -How is music used in films? -How do you know which note is which on the keyboard? -How can we use the elements of music effectively to represent a character? 	<ul style="list-style-type: none"> - Why are certain instruments usually found in pop music? - What skills do you need to perform effectively as a band? - How do we treat the instruments and set them up safely?
Assessment	Composition assessment – group composition of a graphic score	Performance assessment – group singing exploring unison and harmony	Performance assessment – class singing in on-stage performance	Composition assessment – paired composition of motifs for a short film	Performance assessment – group performance of a song.
Literacy/numeracy/SMSC/Character	Subject-specific literacy and oracy Numeracy in relation to beats and rhythmic divisions Initiative, creativity, collaborative skills.	Subject-specific literacy and oracy Numeracy in relation to beats and rhythmic divisions Confidence, resilience, collaborative skills.	Subject-specific literacy and oracy Numeracy in relation to beats and rhythmic divisions Confidence, resilience, collaborative skills.	Subject-specific literacy and oracy Numeracy in relation to beats and rhythmic divisions Initiative, creativity, collaborative skills.	Subject-specific literacy and oracy Numeracy in relation to beats and rhythmic divisions Confidence, resilience, collaborative skills.

Enrichment opportunities	Explore composition and sound through Music Technology. Composition in Music and Music Technology at KS4 & KS5	Join KS3 Choir & perform in concerts and community Voice in a Million concert at Wembley Arena Vocal performance at KS4/5	Perform on stage in a cross-curricular performance. Engagement with future school productions Further exploration of traditional music of own heritage.	Explore composition and sound through Music Technology. Composition in Music and Music Technology at KS4 & KS5	Join Guitar Club Form your own band and practice after school.
Futures	<p>Further studies in Music and Music Technology at KS4 and KS5</p> <p>Wide range of careers in Music including: Performer, songwriter, media composer, sound engineer, live sound engineer, mixing engineer, producer, copyist, orchestrator, conductor, artist manager, concert promoter, tour promoter, roadie, instrument technician, teacher, music editor, DJ, radio DJ, radio producer, sound designer, venue management, music therapist, copyright agent.</p>				

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content Knowledge	<p>Keyboard Performance – performing music from notation</p> <p><i>Know the notes of the keyboard</i> <i>Know the difference between melody and accompaniment</i></p> <p>Key vocabulary: keyboard, melody, accompaniment, duet, treble clef, bass clef, sharp, flat, expression.</p>	<p>The Blues – chord progressions and improvisation</p> <p><i>Know the historical and social context in which Blues music was first created</i> <i>Know the typical musical features</i></p> <p>Key vocabulary: 12 bar Blues, primary chords, Blues scale, AAB structure, improvisation.</p>	<p>Minimalism – cells, looping and layering</p> <p><i>Know what a melodic cell is.</i> <i>Know how texture can be varied by adding different cells together.</i></p> <p>Key vocabulary: Cell, repetition, pulse, phasing, phase shift, counterpoint, ostinato, cannon</p>	<p>Reggae – furthering band skills</p> <p><i>Know the historical and social context in which Reggae music was first created</i> <i>Know the typical musical features</i></p> <p>Key vocabulary: reggae, off beat chords, bass riff, syncopation, backbeat</p>	<p>Pop project – writing and performing an original song</p> <p><i>Know what compositional devices are used in songwriting.</i> <i>Know a range of structures and ways to use contrast effectively.</i> <i>Know the skills required to perform effectively in a band.</i></p> <p>Key vocabulary: melody, riff, hook, middle 8, verse, chorus, intro, outro, chord sequence, texture, dynamics.</p>	
Skills	<ul style="list-style-type: none"> - Learning how to play the keyboard using correct fingering. - How to read/follow music notation. - How to play as a duet with a partner. 	<ul style="list-style-type: none"> - Play the chords of the 12-bar Blues and a walking bass line. - Improvise using the Blues scale with stylistic awareness - Structure a performance appropriately. 	<ul style="list-style-type: none"> - Perform as part of a class ensemble with a good sense of pulse - Compose rhythmic and melodic cells, canons, applying note addition processes. 	<ul style="list-style-type: none"> - Play basic riffs on the bass guitar. - Put together a group performance that uses off beat chords, a bass riff and a main vocal line. 	<ul style="list-style-type: none"> - Working in groups successfully, delegating responsibilities and writing song lyrics. - Performing original songs using keyboards, guitars, basses and drums - Rehearsing effectively and refining work appropriately as independent learners 	
Key Questions	<ul style="list-style-type: none"> -How do we recognise where the notes of the keyboard are? -How do the lines on the staff help us to understand how the pitch changes? -Which hands do we play the melody and the bass line with? 	<ul style="list-style-type: none"> - What Element is used to create a Blues swing feeling? - What is the 12-bar Blues chord progression? - Why is Blues such an important genre for the development of Popular music? 	<ul style="list-style-type: none"> - What do we need to do to make sure we stay in time when performing? -In what ways has minimalism inspired music you might recognise today as dubstep and techno? 	<ul style="list-style-type: none"> - What are the main rhythmic features of Reggae music? -How would we read this guitar tab? -How can you help all the members in your band to stay in time? 	<ul style="list-style-type: none"> -What are the main sections of a pop song? -How might the song change between sections to tell them apart? - Why is a good chord sequence important? -What could you do as a singer to enhance the band's performance and your portrayal of the lyrics in your song? 	
Assessment	Performance assessment – solo/ensemble keyboard performance	Performance and composition assessment – paired performance with improvisation	Composition assessment – paired composition	Performance assessment – band performance	Performance & Composition assessment – group performance of composition	
Literacy/numeracy/SMSC/Character	Subject-specific literacy and oracy Numeracy in relation to beats and rhythmic divisions Confidence, resilience, collaborative skills.	Subject-specific literacy and oracy Numeracy in relation to beats and rhythmic divisions Confidence, resilience, collaborative skills.	Subject-specific literacy and oracy Numeracy in relation to beats and rhythmic divisions Confidence, resilience, collaborative skills.	Subject-specific literacy and oracy Numeracy in relation to beats and rhythmic divisions Confidence, resilience, collaborative skills.	Subject-specific literacy and oracy Numeracy in relation to beats and rhythmic divisions Confidence, resilience, collaborative skills.	
Enrichment opportunities	Join the keyboard club. Keyboard skills are very important for further study in both Music and Music Technology.	Further development of keyboard skills encouraging independent practise and confidence on an instrument.	Explore composition through Music Technology. Composition in Music and Music Technology at KS4 & KS5	Join Guitar Club Form your own band and practice after school.	Join Guitar Club Form your own band and practice after school. Composition in Music and Music Technology at KS4 & KS5	

Futures	Further studies in Music and Music Technology at KS4 and KS5 Wide range of careers in Music including: Performer, songwriter, media composer, sound engineer, live sound engineer, mixing engineer, producer, copyist, orchestrator, conductor, artist manager, concert promoter, tour promoter, roadie, instrument technician, teacher, music editor, DJ, radio DJ, radio producer, sound designer, venue management, music therapist, copyright agent.
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