



Striving For Excellence Together

Curriculum Map Music YEAR 7

<p>Key Concepts: (Threshold Concepts)</p> <p><i>State the big ideas or skills that students will revisit throughout the curriculum</i></p>	<p>SKILLS:</p> <ul style="list-style-type: none"> Solo Performance Ensemble Performance Keyboard Skills Instrument Technique Composition Musical Elements Notation Technology 	<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> Elements of Music: Pitch, Rhythm, Dynamics, Tempo, Timbres, Tonality, Texture, Harmony, Melody Identifying notes on a keyboard Interpreting chord symbols and diagrams
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7	Topics	Assessment	Key Concepts	Key Vocabulary	Our Pillars	Knowledge and skills tracking
	The key topics taught in this term. (Change term to topic if appropriate)	Give the name, nature/content and date of the assessment in this term.	Where are the key areas of this subject visited and revisited?	List the Tier 3 words that will be encountered.	Does this unit address any of our 4 pillars?	What prior learning does this term's curriculum build on and what future learning does it link to?
Unit 1	Rhythms around the World	<p>West African Drumming Ensemble Performance: Students will compose and perform a percussive piece for djembes based upon West African Drumming.</p> <p>End of unit vocabulary assessment</p>	<p>Ensemble Performance</p> <p>Rhythmic notation</p> <p>Instrument Technique</p>	<p>Rhythm</p> <p>Semiquaver, quaver, crotchet, minim, semibreve</p> <p>Polyrhythm</p> <p>Call and Response</p> <p>Ostinato</p> <p>Tempo</p> <p>Dynamics</p> <p>Syncopation</p>	<p>Life Beyond SWR</p> <p>Diversity and Inclusivity</p> <p>Literacy and Oracy</p>	Builds upon basic ensemble performance and musical descriptions learned at KS2. Listening and ensemble skills revisited throughout curriculum. African music is a key part of area of study 3 from the GCSE syllabus.
Unit 2	Singing and Ukulele	<p>Ukulele Ensemble Performance: Students will work within small groups to perform a contemporary song using ukuleles and vocals.</p> <p>End of unit vocabulary assessment</p>	<p>Ensemble Performance</p> <p>Instrument Technique</p> <p>Notation</p>	<p>Vocal Folds</p> <p>Chords</p> <p>Chord Diagrams</p> <p>Tablature</p> <p>Major and Minor</p>	<p>Literacy and Oracy</p> <p>Life Beyond SWR</p> <p>Life after SWR</p> <p>Diversity and Inclusivity</p>	Students build upon their understanding of how to perform successfully as part of an ensemble, and the vocal activities they would have participated in in KS2. Their understanding of chord symbols and play fretted string instruments will allow them to independently perform on ukuleles and guitars.
Unit 3	Elements and Notation	<p>Solo Keyboard Performance: Students will demonstrate their understanding of notation and control of the musical elements through reading and performing a solo piece for keyboard.</p> <p>End of unit vocabulary assessment</p>	<p>Notation</p> <p>Aural Skills</p> <p>Solo Performance</p> <p>Keyboard Skills</p> <p>Instrument Technique</p>	<p>Notation</p> <p>Sharps, Flats and Naturals</p> <p>Pitch</p>	<p>Literacy and Oracy</p> <p>Life after SWR</p>	Students build upon their understanding of pitch and melody that they would have gained at KS2 and from the previous topic. It leads to being able to independently access music through written notation in further units and beyond.
Unit 4	Heroes and Villains	<p>Character Composition Task: Students will demonstrate how they can manipulate musical elements to create specific moods and atmospheres by composing a piece that matches their chosen character.</p> <p>End of unit vocabulary assessment</p>	<p>Composition</p> <p>Solo Performance</p>	<p>Leitmotif</p> <p>Sequence</p> <p>Development</p> <p>Accompaniment</p> <p>Pedal</p>	<p>Literacy and Oracy</p> <p>Life Beyond SWR</p>	Students develop their understanding of pitch and notation alongside embedding concepts of major and minor scales, using these to synthesise and record new musical ideas. Effective basics for composition will be revisited throughout years 7 to 11.