## CURRICULUM MAP – YR 7 – Music



								EOY Assessment Point
						HT6: Rhythmic Awareness	HT1 – HT6	
				HT4: Instruments of the Orchestra	Assessment Point: Summative or AFL	HT5: Samba Drumming <u>Overarching unit</u> <u>intent:</u>	Overarching unit intent:	<u>Key Stage 3 National</u> <u>Curriculum Aims</u>
			HT3: Keyboard Skills	Overarching unit intent:	HT3 and HT4 (with elements of HT1	Teaching pupils about the origins of Samba	Pupils learn how to use their knowledge to	<ul> <li>play and perform confidently in a range of solo and ensemble</li> </ul>
	HT2: Introduction to Keyboard Skills	Assessment Point: Summative or AFL	Overarching unit intent:		and HT2)	the origins of Samba drumming and its cultural worth.	create a rhythm based composition	contexts using their voice, playing
HT1:Ukulele	Overarching unit intent:	HT1 & HT2	Teaching pupils basic keyboard skills through	Improving ability to recognise different instruments.	<u>Key disciplinary</u> <u>knowledge</u>	Introducing pupils to rhythmic concepts such	Pupils improve their understanding of	instruments musically, fluently and with accuracy and expression
<u>Overarching unit</u> <u>intent:</u>	How to recognise	<u>Key disciplinary</u> <u>knowledge</u>	a 5 finger pattern Learning a well known	instruments. Performing pieces of	Treble Clef Bass Clef Timing	as syncopation, cross rhythm, polyrhythm.	Rhythm by performing techniques such as syncopation, cross	Learn to compose
Basic ukulele skills Starting to use	different notes on a keyboard.	Rhythm Tempo	piece of classical music	well known classical music.	Rhythm Tempo	Teaching pupils how to listen and use this to	rhythm, ostinato, call and response.	music and extend and develop musical ideas by drawing on a range of
appropriate language to appraise pieces of	How to look at a piece of music and use this to	Pitch Dynamics Texture	Expanding knowledge of the orchestra	Identifying how music can express certain	Pitch Dynamics Texture	keep in time as a class ensemble.	Pupils improve their timing and ability to	musical structures, styles, genres and traditions
music. What makes a good	help you to perform	Notation Song Structure	Expanding knowledge of famous composers	feelings Understanding how	Notation <u>Duration</u> Timbre	Teaching pupils how to respond to musical cues.	follow a pulse. Pupils gain a deeper	<ul> <li>use staff and other</li> </ul>
performance? How is music	Listening to music and analysing the instrumentation.	Instrumentation Timing Listening and	Listening to a range of classical pieces of	the elements of music can be used to describe	<u>Crotchet</u> <u>Quaver</u>	Pupils learn how to use	understanding of percussion music from different cultures.	relevant notations appropriately and accurately in a range of
structured?	How is a chorus different from a verse?	Appraising Assessment	music Using the elements of	compositions.	Instrumentation Composer	their knowledge to create a rhythm based composition		musical styles, genres and traditions
Using the correct terminology to talk about music –		Programme:	music to analyse songs		Assessment Programme:			<ul> <li>identify and use the inter-related dimensions</li> </ul>
elements of music		Weekly class performances throughout the topic to assess work			Weekly class performances throughout the topic to assess work			of music expressively and with increasing sophistication, including
		Individual performances at the end of each lesson with pupil feedback and terminology reminders			Individual performances at the end of each lesson with pupil feedback and			use of tonalities, different types of scales and other musical
		Final Assessment:			terminology reminders.			devices

With God all things are possible Matthew 19:26



ar	Ikulele – Class performance nd self assessment Keyboard: Paired erformances, individual goal setting and teacher comments.		Regular written analysis of classical music. Teacher/self assessed. <u>Final Assessment:</u> Keyboard: Paired performance with written pupil/teacher feedback		<ul> <li>listen with increasing discrimination to a wide range of music from great composers and musicians</li> <li>develop a deepening understanding of the music that they perform and to which they listen, and its history.</li> </ul>
			<u>Key Concepts</u>		Final Assessment: Pupils will be given an overall assessment of the year based on their performance in each topic, their written responses to theoretical questions and their
					ability to use the correct musical terminology.

