

# Year 7 Music Curriculum Map



YEAR 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Curriculum Content	<p><b>UNDERSTANDING MUSIC - RHYTHM</b></p> <p><u>Composite:</u> Understand rhythmic notation &amp; time signatures.</p> <p><b>Component 1: Theoretical Understanding/Listening &amp; Appraising</b></p> <ul style="list-style-type: none"> <li>Understand and identify different note names and values (quavers, crotchets, minims, dotted minim, semiquavers, dotted crotchet &amp; rests)</li> <li>Understand and identify different time signatures</li> <li>Understand how different rhythms/parts fit together</li> <li>Understand and be able to recognise basic structures</li> <li>Understand and be able to recognise tempo and dynamic marking when seen and when heard</li> </ul> <p><b>Component 2: Performing Music</b></p> <ul style="list-style-type: none"> <li>Improvise rhythmic phrases as part of a group and as an individual</li> <li>Be able to maintain a rhythmic part within an ensemble</li> </ul> <p><b>Component 3: Composing Music</b></p> <ul style="list-style-type: none"> <li>Improvise rhythmic phrases as part of a group and as an individual</li> <li>Be able to compose and notate 4 bar rhythms in different time signatures</li> </ul>	<p><b>UNDERSTANDING MUSIC – KEYBOARD SKILLS</b></p> <p><b>Composite:</b> Understand treble clef notation and apply the knowledge gained through the development of keyboard skills.</p> <p><b>Component 1: Theoretical Understanding/Listening &amp; Appraising</b></p> <ul style="list-style-type: none"> <li>Understand the structure of the keyboard/developing an understanding pitch</li> <li>Understand and recognise different note names and values</li> <li>Understand and be able to read treble clef notation</li> <li>Understand and be able to read bass clef notation</li> <li>Understanding chords (C, F &amp; G)</li> </ul> <p><b>Component 2: Performing Music</b></p> <ul style="list-style-type: none"> <li>Perform a selection of progressive pieces from the 'Year 7 Keyboard Booklet' applying the skills gained (structure of the keyboard &amp; treble/bass clef notation)</li> <li>Develop keyboard techniques</li> <li>Perform right hand melodies with left-hand chords (C, F &amp; G)</li> <li>Maintain a melodic part within an ensemble</li> <li>Develop reading music skills</li> </ul> <p><b>Set Study Piece 1:</b> Ode to Joy  <b>Set Study Piece 2:</b> Jingle Bells  <b>Set Study Piece 3:</b> Pink Panther  <b>Set Study Piece 4:</b> Fur Elise  <b>Set Study Piece 5:</b> Big City Blues</p>	<p><b>MUSICAL ENSEMBLES</b></p> <p><b>Composite:</b> Develop ensemble playing skills and the develop understanding of the different types of musical ensembles.</p> <p><b>Component 1: Theoretical/Contextual Understanding/Listening &amp; Appraising</b></p> <ul style="list-style-type: none"> <li>Recognise different forms of musical ensembles (Orchestra, Rock Band, String Quartet, Choir/vocal group etc)</li> <li>Recognise different instrumental parts/roles within an ensemble</li> <li>Understand the organisation of different music ensembles</li> <li>Understand how different ensembles musically interact with their audiences</li> <li>Identifying musical elements and key terms (timbre/sonority, texture, melody, harmony, structure, pitch, rhythm, metre, tempo, dynamics)</li> <li>Understanding chords</li> </ul> <p><b>Component 2: Performing Music</b></p> <ul style="list-style-type: none"> <li>Maintain own part within an ensemble</li> <li>Develop ensemble playing skills on various instruments (piano, bass, guitar, guitar, ukulele, drum kit)</li> <li>Demonstrate an awareness of how different parts fit together</li> <li>Perform with technical control and expression</li> <li>Performing melodies, chords,( G maj, C maj, Em) rhythms, bass lines</li> </ul> <p>Set Study Piece 1: Secret Agent  Set Study Piece 2: I Gotta Feelin'</p>	<p><b>ELEMENTS OF COMPOSITION PART 1 (Exploring Set Study Pieces)</b></p> <p><b>Composite:</b> Understand the musical elements and how they are use to create a piece of music</p> <p><b>Component 1: Theoretical/Contextual Understanding /Listening &amp; Appraising</b></p> <ul style="list-style-type: none"> <li>Recognise different musical features within set styles and genres (popular music)</li> <li>Recognise different instrumental parts/roles within an ensemble</li> <li>Identifying musical elements and key terms (timbre/sonority, texture, melody, harmony, structure, pitch, rhythm, metre, tempo, dynamics, structure)</li> <li>Understanding chords C, F, G &amp; Am)</li> </ul> <p><b>Component 2: Performing Music</b></p> <ul style="list-style-type: none"> <li>Maintain own part within an ensemble</li> <li>Develop ensemble playing skills on various instruments (piano, bass, guitar, guitar, ukulele, drum kit)</li> <li>Demonstrate an awareness of how different parts fit together</li> <li>Perform with technical control and expression, Performing melodies, chords,(C, F, G &amp; Am) rhythmic parts, bass lines</li> </ul> <p><b>Set Study Piece 1: Stand by Me</b>  <b>Set Study Piece 2:</b></p>	<p><b>ELEMENTS OF COMPOSITION PART 2 (Exploring Set Study Pieces)</b></p> <p><b>Composite:</b> Understand the musical elements and how they are used to create a piece of music</p> <p><b>Component 1: Theoretical/Contextual Understanding /Listening &amp; Appraising</b></p> <ul style="list-style-type: none"> <li>Recognise different musical features within set styles and genres (popular music)</li> <li>Recognise different instrumental parts/roles within an ensemble</li> <li>Identifying musical elements and key terms (timbre/sonority, texture, melody, harmony, structure, pitch, rhythm, metre, tempo, dynamics, structure)</li> <li>Understanding chords C, F, G &amp; Am)</li> </ul> <p><b>Component 3: Composing Music</b></p> <ul style="list-style-type: none"> <li>Exploring composition techniques by composing a short composition using music technology. The piece will include the use of chords I, IV, V, VI, bass line, melody rhythmic parts and given musical instruments</li> <li>Exploring musical structures</li> <li>Exploring musical timbres</li> </ul>
	Prior knowledge and skills (from previous year / key stage)	<ul style="list-style-type: none"> <li>Knowledge of note values</li> <li>Solo &amp; ensemble playing skills</li> <li>Listening/Aural skills</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of note values</li> <li>Understanding of rhythm, metre tempo &amp; dynamics</li> <li>Solo &amp; ensemble playing skills</li> <li>Listening/ Aural skills</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of note values</li> <li>Understanding of the elements of music</li> <li>Reading music in the treble &amp; bass clef</li> <li>Solo &amp; ensemble playing skills</li> <li>Listening/Aural skills</li> <li>Playing chords</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of note values</li> <li>Understanding of the elements of music</li> <li>Reading music in the treble &amp; bass clef</li> <li>Solo &amp; ensemble playing skills</li> <li>Listening/Aural skills</li> <li>Playing chords</li> </ul>

<b>Core Knowledge Organiser content</b>	Theory/practical skills (technique)	Theory/practical skills (technique)	Theory/practical skills (technique)	Theory/contextual understanding/practical skills (technique)	Theory/contextual understanding/practical skills (technique)
<b>Assessment Objectives</b>	<p><b>Component 1: Theoretical Understanding/Listening &amp; Appraising</b> Appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical contexts and musical language.</p> <p><b>Component 2: Performing Music</b> Perform with appropriate techniques and communicate musical ideas with accuracy and expression and interpretation.</p> <p><b>Component 3: Composing Music</b> Compose using methods appropriate to the style/genre using combination of vocal/instrumental and technology.</p>	<p><b>Component 1: Theoretical Understanding/Listening &amp; Appraising</b> Appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical contexts and musical language.</p> <p><b>Component 2: Performing Music</b> Perform with appropriate techniques and communicate musical ideas with accuracy and expression and interpretation.</p> <p><b>Component 3: Composing Music</b> Compose using methods appropriate to the style/genre using combination of vocal/instrumental and technology.</p>	<p><b>Component 1: Theoretical Understanding/Listening &amp; Appraising</b> Appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical contexts and musical language.</p> <p><b>Component 2: Performing Music</b> Perform with appropriate techniques and communicate musical ideas with accuracy and expression and interpretation.</p> <p><b>Component 3: Composing Music</b> Compose using methods appropriate to the style/genre using combination of vocal/instrumental and technology.</p>	<p><b>Component 1: Theoretical Understanding/Listening &amp; Appraising</b> Appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical contexts and musical language.</p> <p><b>Component 2: Performing Music</b> Perform with appropriate techniques and communicate musical ideas with accuracy and expression and interpretation.</p> <p><b>Component 3: Composing Music</b> Compose using methods appropriate to the style/genre using combination of vocal/instrumental and technology.</p>	<p><b>Component 1: Theoretical Understanding/Listening &amp; Appraising</b> Appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical contexts and musical language.</p> <p><b>Component 2: Performing Music</b> Perform with appropriate techniques and communicate musical ideas with accuracy and expression and interpretation.</p> <p><b>Component 3: Composing Music</b> Compose using methods appropriate to the style/genre using combination of vocal/instrumental and technology.</p>
<b>Vocabulary / Key Subject Terminology</b>	Beat, rhythm, tempo, dynamics, note values, time signature, metre, pulse, semibreve, minim, crotchet, quaver, rest, bar, bar line, andante, adagio, moderato, allegro, forte, fortissimo, mezzo, forte, piano, pianissimo, mezzo piano, crescendo, diminuendo, elements of music	Keyboard, keys, musical alphabet, staff notation, stave, treble clef, bass clef, note values, middle C, metre, pulse, semibreve, minim, crotchet, quaver, dotted crotchet, rest, bar, bar line, andante, adagio, moderato, allegro, forte, fortissimo, mezzo, forte, piano, pianissimo, mezzo piano, crescendo, diminuendo, chords, bass note, structure, ternary for, techniques, expression, timbre, elements of music	Keyboard, keys, musical alphabet, staff notation, stave, treble clef, bass clef, note values, middle C, metre, pulse, semibreve, techniques, expression, chords, elements of music, timbre/sonority, texture, melody, harmony, structure, pitch, rhythm, metre, tempo, dynamics, structure, bass line, melody, chords, rhythmic patterns, ostinato, harmony, tonality, major, minor	Keyboard, keys, musical alphabet, staff notation, stave, treble clef, bass clef, note values, middle C, metre, pulse, semibreve, techniques, expression, chords, elements of music, timbre/sonority, texture, melody, harmony, structure, pitch, rhythm, metre, tempo, dynamics, structure, bass line, melody, chords, rhythmic patterns, ostinato, harmony, tonality, major, minor	Keyboard, keys, musical alphabet, staff notation, stave, treble clef, bass clef, note values, middle C, metre, pulse, semibreve, techniques, expression, chords, elements of music, timbre/sonority, texture, melody, harmony, structure, pitch, rhythm, metre, tempo, dynamics, structure, bass line, melody, chords, rhythmic patterns, ostinato, harmony, tonality, major, minor
<b>Assessment 1</b>	<ul style="list-style-type: none"> <li>Performance of given notated rhythms</li> <li>Listening/theory test</li> </ul>	<ul style="list-style-type: none"> <li>Performance of set study piece 1</li> <li>Listening/theory test</li> </ul>	<ul style="list-style-type: none"> <li>Performance of set study piece 1</li> <li>Listening/theory/contextual understanding test</li> </ul>	<ul style="list-style-type: none"> <li>Performance of set study piece 1</li> <li>Listening/theory test</li> </ul>	<ul style="list-style-type: none"> <li>Performance of composition</li> </ul>
<b>Assessment 2</b>	<ul style="list-style-type: none"> <li>Performance of own composition</li> <li>Musical notation of composition</li> </ul>	<ul style="list-style-type: none"> <li>Performance of set study piece 2</li> <li>Listening/theory test</li> </ul>	<ul style="list-style-type: none"> <li>Performance of set study piece 2</li> <li>Listening/theory/ contextual understanding test</li> </ul>	<ul style="list-style-type: none"> <li>Student composition</li> </ul>	<ul style="list-style-type: none"> <li>Realisation of final composition through Logic Pro X</li> </ul>
<b>Cross Curricular Links with other Faculties</b>	<ul style="list-style-type: none"> <li>History – Development of music/social contexts/composers</li> <li>Geography – Musical styles, genres and traditions</li> <li>Science – How sound is created – surface area/sound waves etc</li> <li>Maths – Rhythm and musical patterns</li> </ul>	<ul style="list-style-type: none"> <li>History – Development of music/social contexts/composers</li> <li>Geography – Musical styles, genres and traditions</li> <li>Science – How sound is created – surface area/sound waves etc</li> <li>Maths – Rhythm and musical patterns</li> </ul>	<ul style="list-style-type: none"> <li>History – Development of music/social contexts/composers</li> <li>Geography – Musical styles, genres and traditions</li> <li>Science – How sound is created – surface area/sound waves etc</li> <li>Maths – Rhythm and musical patterns</li> </ul>	<ul style="list-style-type: none"> <li>History – Development of music/social contexts/composers</li> <li>Geography – Musical styles, genres and traditions</li> <li>Science – How sound is created – surface area/sound waves etc</li> <li>Maths – Rhythm and musical patterns</li> </ul>	<ul style="list-style-type: none"> <li>History – Development of music/social contexts/composers</li> <li>Geography – Musical styles, genres and traditions</li> <li>Science – How sound is created – surface area/sound waves etc</li> <li>Maths – Rhythm and musical patterns</li> </ul>
<b>Extra-Curricular Offer</b>	<ul style="list-style-type: none"> <li>Individual Peripatetic Tuition</li> <li>Early Morning Music Club</li> <li>Year 7 &amp; 8 Choir</li> <li>Orchestra</li> </ul>	<ul style="list-style-type: none"> <li>Individual Peripatetic Tuition</li> <li>Early Morning Music Club</li> <li>Year 7 &amp; 8 Choir</li> <li>Year 7 Band</li> <li>Orchestra</li> </ul>	<ul style="list-style-type: none"> <li>Individual Peripatetic Tuition</li> <li>Early Morning Music Club</li> <li>Year 7 &amp; 8 Choir</li> <li>Year 7 Band</li> <li>Orchestra</li> </ul>	<ul style="list-style-type: none"> <li>Individual Peripatetic Tuition</li> <li>Early Morning Music Club</li> <li>Year 7 &amp; 8 Choir</li> <li>Year 7 Band</li> <li>Orchestra</li> </ul>	<ul style="list-style-type: none"> <li>Individual Peripatetic Tuition</li> <li>Early Morning Music Club</li> <li>Year 7 &amp; 8 Choir</li> <li>Year 7 Band</li> <li>Orchestra</li> </ul>

