‘Raising the Achievement of All’

WELL-SEQUENCED **CONTEXUALISED/INCLUSIVE** **AMBITIOUS**

Year 7 Music Curriculum map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	What do you already know about music? Can you sing in unison with expression? Can you listen and appraise music using the elements of music keywords?	Do you know the notes on the keyboard? How can you rehearse effectively to produce an accurate and fluent performance?	What’s the difference between pulse and rhythm? How is duration used to perform and record sounds of different lengths? How is rhythm used in music from different times and places?	Can you read rhythms using western notation and grid notation? Do you have a strong sense of pulse? Do you have an awareness of your own part in an ensemble performance?	Do you know the four instrument families? Can you identify an instrument from its unique timbre?	How do musical elements in a piece make it sound dramatic /sad/ thoughtful?
Content: ‘Know what’	Know how to use keywords for the Elements of Music and apply them to listening and appraising samples of music	Know how to read treble clef notation for notes C – G and note values. Know keyboard geography and how to find C.	Know how to develop an awareness of a regular pulse. Know how to build on reading notation skills to develop ensemble	Know how a rhythmic piece is constructed and the relation of pulse to a successful performance. Apply to World Music styles of Bhangra, African and/or Samba Music.	Know how the low and high pitch members of an instrumental family create unique timbres and how they work together.	Know how scales are used to compose music and understand the difference between the major and minor scales through singing
Expertise ‘Know how’	Sing the ‘Building Bricks of Music Song’ in unison with accuracy and expression and memorise the Elements of Music.	Using a score with notation learn to play a simple melody and add a simple left-hand part i.e. Ode to Joy by Beethoven. Develop performance skills by varying elements of music.	Perform simple and syncopated rhythms using call and response patterns as part of an ensemble performance. Use and understand performance technique for a range of percussion instruments.	Compose simple and syncopated rhythms and record them using western or grid notation. Develop a strong performance in a small ensemble.	Learn about the different instruments of the orchestra, describing their timbre and range. Learn about musical structures. Listen to pieces by Great Composers such as Young Person’s Guide to the Orchestra by Britten or In The Hall of the Mountain King by Grieg.	Compose a short melody using major/minor scales with chords according to a given theme. Record using notation and/or GarageBand. Perform as part of a larger structure such as Rondo or Ternary form.
Literacy/ Numeracy/ SMSC/	Spelling test, develop aspiration and confidence.	Vocabulary test, relate note values to numeracy skills, develop confidence and resilience.	Spelling test, relate grid notation to 8 beats, develop confidence, aspiration and cultural appreciation.	Integrate new vocabulary / keywords, relate grid notation to 8 beats, develop collaborative skills, initiative, resilience.	Integrate new vocabulary / keywords, eight notes of the major and minor scale, develop aspiration, resilience and cultural appreciation.	Vocabulary test, relate note values to numeracy, develop collaborative skills, initiative, resilience.
Disciplinary literacy	• Academic reading Key tier 2 and 3 words • extended writing, converting fragments into sentences, combining and expanding sentences using appositives and adjectives • Oracy skills developed through debate and explanation activities					
Careers	• Starter activities related to career opportunities • Class discussions on the different careers music can lead you into • Provide extra-curricular clubs to help develop their practical skills through the introduction of peri teacher					