

**Curriculum Map: Music Year 7**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Content</b> Declarative knowledge 'I Know'	<b>Vocal Graphics</b> Understand that music can be described by its component parts ie tempo, pitch, dynamics, duration, texture, timbre, silence, structure Understand that music can be notated through graphic symbols. Use and interpret graphic symbols in a score. Appraise music from composers who used graphic scores. Use the voice creatively. Use elements to compare versions.	<b>Mediæval Music</b> Give musical context to history unit on Mediæval realms. Understand that music can be sacred or secular. Understand and describe features used in Mediæval music. Perform solo melodic parts with accuracy of pitch and timing. Understand some history of music notation, also that many modern instruments are descended from Mediæval ones.	<b>Emerald Crown</b> Sing/rap with clear diction and sense of phrasing. Sing in harmony. Improvise melodically and rhythmically. Basic understanding of some keyboard features. Aleatoric music, brief introduction. Using graphic notations to create scores. Compare and contrast music using Double Bubble sheet, promoting accurate and wider use of elements vocabulary	<b>Orient Express</b> Aspects of traditional instrumental Chinese music. Some common Chinese instruments. Pentatonic scales, performing and composing. Stereotypes in music. Traditional Chinese song. Compare modern Chinese pop music with British pop music.	<b>Orchestra/Fanfares</b> What on orchestra is and the role of the conductor. Learn about each family of instruments in turn through video, actual instruments, performance and personal account. How to identify and classify orchestral instruments. Identify instruments by ear. Purposes of fanfares. Simple notation of melodies including some rhythms.	<b>Macbeth, the Musical</b> Sing/rap with clear diction and sense of phrasing. Song vocabulary such as intro, verse, chorus, lyrics, rap. Use a variety of sound sources to create and maintain an atmosphere. Using DAW Audacity to import and manipulate samples. Using Style features of keyboard with greater fluency.
<b>Skills</b> Procedural Knowledge 'I know how to'	How to change an element in a performance. How to create and perform from a graphic score.	Greater familiarity with simple rhythms and pitches in the treble clef. Improve ensemble skills such as maintaining independent part, taking a lead in rehearsing, and performing.	Keyboard skills – use backbeat; melodic and rhythmic improvisation. Rapping and singing	Play and compose using a pentatonic scale. Use an ostinato as a backing. Notate own melody using note names and/or staff notation.	Change voice on keyboard. Read own part in a score. Perform as part of a large ensemble. Use a range of fanfare techniques	Improve keyboard skills such as next-door fingers. Import samples into Audacity.
<b>Strategies</b> Conditional Knowledge 'I know when to'	Know why graphic symbols may be used instead of conventional notation.	Know why music notation was invented and developed. Choose appropriate timbres for music.	Use previous graphic score knowledge to create dice game. Choose appropriate backbeat and tempo.	Know when to take the lead and when to accompany. Whether to use major or minor pentatonic scale.	Choose appropriate voice on keyboard. Know when and why a fanfare is used.	Add effects, alter elements within a sound-scape
Key Questions	Describe the elements. How can graphic symbols be used to notate music?	Why do some Mediæval instruments sound different to modern ones? How are the different layers performed?	How does tempo affect a piece? What is the effect of the backbeat you have chosen? Why?	What is a stereotype in music? In what ways can we notate our ideas? How can we change the feel of music?	How can you tell the instruments by ear/by sight? Why are fanfares still used? What forms do modern fanfares take?	Why are songs important in a musical? How do the songs reflect the characters and their emotions?

Assessment topics	Graphic score, performance(s)	Performing Mediaeval melody; composing Mediaeval style melody	Performing and creating simple raps, singing	Composition of melody with ostinato accompaniment using pentatonic scale.	Perform in an ensemble Compose and perform a fanfare	Perform in an ensemble Creation of soundscape
Cross curricular links/Character Education	Art: pop art (may have been studied in feeder school) Literacy: correct use of music vocabulary for elements Citizenship: team working, working with unfamiliar people ICT: use SMHW to access homework	History: unit on Mediaeval realms Numeracy: interval of a 5 <sup>th</sup> , every other (note) Literacy: vocabulary, evaluating skills	Environmental issues esp rainforest destruction, sustainability Geography: Amazon river, indigenous peoples eg Ticuna, Brazil Numeracy: counting beats, tempo (bpm), Dice game	Cultural: Chinese New Year Literacy: Mandarin lessons taught to some year 7 students Numeracy: Lucky and unlucky numbers esp number 5 Citizenship: Expressing opinions verbally and written	Numeracy: counting beats Citizenship: working in teams, teaching others SMSC: use of fanfares in Remembrance services and other ceremonial occasions History: bugle calls and fanfares in war; Tutankhamun's trumpets	Literacy: reinforces work on Macbeth in yr 7 which will be revisited in yr 10 in English Numeracy: counting beats ICT: using Audacity Citizenship: working in teams, teaching others