



Curriculum Map

Subject: Music

Year group: 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
<p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>Discover your voice Performing focus</p> <p>Know how to use specialist vocabulary to describe and discuss music, know the orchestral families and their characteristics and be able to read note values.</p> <p>Key vocabulary: pitch, tempo, dynamics, rhythm, pulse, timbre, strings, woodwind, brass, percussion, unison, solo, harmony, polyrhythm</p> <p>Key musical styles: orchestral music, vocal music</p>	<p>Exploring the keyboard Performing focus</p> <p>Know how to read treble clef notation and the note positions on the keyboard. Understand groundbass and how it can be used.</p> <p>Key vocabulary: pitch, melody, treble clef, notation, keyboard, groundbass, ostinato, chords, texture</p> <p>Key musical styles: Baroque, classical</p>	<p>Riffs and loops Performing focus</p> <p>Understand the role of repetition in music and the terms ‘loop’ and ‘riff’. Know how to read note values.</p> <p>Key vocabulary: loop, riff, ostinato, texture, minimalism, repetition</p> <p>Key musical styles: minimalism, pop and rock</p>	<p>Programme music Composing focus</p> <p>Know how scales are used to construct music and understand the difference between major and minor. Understand different musical structures. Know the characteristics of programme music</p> <p>Key vocabulary: binary, ternary, major, minor, programme music, tonic, melody, harmony, drone, timbre</p> <p>Key composers: Mussorgsky, Vivaldi, Saint Saens</p>	<p>World music</p> <p>To have an appreciation of music from across the world and understand how it uses different tonalities, scales and rhythms. To know the main features of music from India, Bali and Africa.</p> <p>Key vocabulary: Rag, tala, drone, call and response, master drummer, slap, tone and bass, pentatonic scale, gamelan</p> <p>Key musicians: Ravi Shankar, Ladysmith Black Mambazo</p>
<p>Skills</p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>Work effectively as part of a group and play in time with others. Project the voice correctly, listening for sound quality and good tuning and understand what makes an effective performance.</p>	<p>Play the keyboard using a correct hand position and as part of an ensemble. Read treble clef notation.</p>	<p>Play the keyboard with increased fluency, use technology to create a piece using loops. Manage the challenges of group work with more independence.</p>	<p>Compose a melody using major and minor scales. Explore how music can be expressive when composing. Compose several layers that fit together. Use binary or ternary form and use notation to write down ideas.</p>	<p>Perform in a range of musical styles including African drumming, singing traditional African songs and percussive gamelan. Use tala, rag and a drone to experiment with Indian classical music.</p>
<p>Key Questions</p>	<p>Describe the pitch/dynamics/tempo. What makes a performance look and sound confident? How can you rehearse effectively?</p>	<p>How can you remember the notes on the treble clef? What is groundbass?</p>	<p>What instruments would you expect to hear playing a riff? Identify loops and riffs in different pieces of music.</p>	<p>How do the musical elements in this piece make it sound dramatic/sad/thoughtful?</p>	<p>Where would this kind of music be performed? How does it sound different to classical/pop music?</p>
<p>Assessment</p>	<p>End of topic test on vocabulary and listening skills</p>	<p>Solo or ensemble instrumental performance</p>	<p>Composition using loops</p>	<p>Group composition for a nature documentary, listening assessment</p>	<p>Gamelan shadow puppet plays, EOY exam</p>
<p>Literacy/Numeracy/ SMSC/Character</p>	<p>Confidence, resilience, collaborative skills</p>	<p>Aspiration, resilience</p>	<p>Initiative, resilience</p>	<p>Aspiration, integrity</p>	<p>Confidence, tolerance, integrity, cultural appreciation</p>