

CURRICULUM MAP (Long term plan)

SUBJECT :Music

YEAR GROUP: 7

	Cycle 1 Autumn	Cycle 2 Spring	Cycle 3 Summer
<p>Substantive knowledge – Essential knowledge & conceptual understanding of the National Curriculum</p>	<p>Keyboard Skills Understand and recognise the Elements of Music: PITCH, TEMPO, DYNAMICS, DURATION, TEXTURE, TIMBRE or SONORITY, ARTICULATION, RESTS</p> <p>Draw on the Elements of Music as a resource when composing, creating and improvising and use the Elements of Music effectively when performing and singing.</p> <p>Recognise the Elements of Music when listening to and appraising music from different times and different places.</p> <p>Explore different keyboard instruments from different times and places.</p> <p>Develop keyboard skills to perform confidently as a soloist</p> <p>Review and evaluate music from a range of historical periods.</p>	<p>Music History Use the notation and rhythms accurately when writing music.</p> <p>Review and evaluate music from a range of historical periods.</p> <p>Listen to and appraise music from each era of classical music; Baroque, Classical, Romantic.</p> <p>Develop composition skills by creating a short piece of music in rondo form.</p> <p>Understand how structure is used in music and identify common structures used in different eras.</p> <p>Develop and understanding of note values in terms of duration, bars and simple time signatures.</p>	<p>Minimalism/Percussion skills Understand the developments that lead to the creation of minimalist music.</p> <p>Develop composition skills by using minimalist techniques such as; chance music, phasing, layering, retrograde, and inversions.</p> <p>Listen to and appraise a variety of music in a minimalist style. Understand that pulse is a fundamental upon which music is built and performed.</p> <p>Develop a feeling for and an awareness of a regular pulse in music</p> <p>Distinguish between pulse/beat and rhythm.</p> <p>Play and perform confidently in an ensemble context with accuracy and expression.</p> <p>Listen to and appraise a variety of music in a minimalist style.</p>
<p>Disciplinary knowledge - what skills are practised?</p>	<ul style="list-style-type: none"> - Explicit teaching of the musical elements and how to identify why they have been used in Music. 	<ul style="list-style-type: none"> - Recall facts about music history and the political and social differences between each significant era. 	<ul style="list-style-type: none"> - Follow and create a score using notation - Follow and create a graphic score.

	<p>Listening skills and drawing out composers' use of musical elements.</p> <ul style="list-style-type: none"> - Follow notation on a keyboard. - Being able to move the hand dependant on which notes are required in a melody. - Being able to find middle C on the keyboard. - Use the correct fingering when playing the notes in an octave. - Locate notes on a staff including sharps and flats and how to find the correct note on a keyboard. 	<ul style="list-style-type: none"> - Understand how different musical structures are used in different eras – specifically binary, ternary, rondo. - Use previous knowledge of music theory to create different melodies that join together to make a large-scale structure. - Use music technology to notate musical ideas. 	<ul style="list-style-type: none"> - Understand the notation and duration of semi-quaver, quaver, crotchet and minim. - Be able to follow and use body percussion to play, and layer, rhythms. - Apply the musical elements to compositions. - Learn to identify different minimalist techniques from a variety of composers.
<p>Key questions (What is the learning about?)</p>	<p>Can I understand the musical elements? Can I perform octopus's garden using two hands and correct technique</p>	<p>Can I play a simple melody following the correct notation? Can I begin to locate notes on a staff?</p>	<p>Can I write a piece of music using minimalist techniques? Can I create my own percussion piece using polyrhythms?</p>
<p>Assessment</p>	<p>EOT- performance using the stimuli to create a piece of music relating to the musical elements. Live marking/ feedback throughout all lessons.</p>	<p>EOT- compose a piece of music in rondo form. Live marking/ verbal feedback throughout all lessons.</p>	<p>EOT- performance of a percussion piece. Completion of a minimalist composition Live marking/ verbal feedback throughout all lessons.</p>
<p>Literacy (L), Numeracy (N), Oracy (O) opportunities</p>	<p>Key vocabulary and the spelling of these words. Eras of music and where that fits on a timeline.</p>	<p>Key vocabulary and the spelling of these words.</p>	<p>Key vocabulary and the spelling of these words. English - looking at Slogans. Maths- notes in a 4 beat bar (duration) linked to fractions.</p>
<p>Cross Curricular Opportunities</p>	<p>Exposure to a variety of art work and how music relates to the musical elements. Maths – Rhythms in each bar adding to a specific number of beats.</p>	<p>History – changes in political landscape throughout music history.</p>	<p>Maths- notes in a 4 beat bar (duration) linked to fractions. DT - Looking at advertising and the features of adverts.</p>



<p>SMSC / Character/Careers (C) (personal development)</p>	<p>Social - Students have opportunities to work independently in Music lessons, developing their resilience and independence. Collaborative working on creating compositions encourages students to take responsibility for their own learning outcomes. In most lessons, classroom discussions are used to appraise music which builds a sense of unity within the class.</p> <p>Spiritual - When listening to music we encourage pupils to express their feelings verbally with respect. Through studying music, students will explore how music has the power to influence and change behaviours, opinions and actions. Students explore and develop their own interests in music through a variety of personal tastes and learn to compose in these styles allowing students to explore their personal tastes further.</p> <p>Moral - Students develop individual performing skills, confidence in performing and learning music, and creativity through composing projects. Following this, we encourage pupils to critically reflect on their own and others' ideas, when presenting their work using fair and objective assessment criteria. Students focus on why a particular piece of music is created, for an occasion for example and how a piece of music may reflect the feelings or intentions of the composer or piece of music. They also learn to show empathy when listening to different styles of music and respect each other's opinions.</p> <p>Cultural - Across both key stages students focus on various styles and genres of music from the tradition of Classical Music and focus on Composers to more contemporary musical styles and how these are created. The musical examples used also encourage a respect and deep appreciation for cultures around the world and historical periods. We ask students to create their own music incorporating different musical influences.</p> <p>Careers - Students are exposed to how careers may be developed in Music and Music Technology which may influence their decision in a career choice due to the skills they have developed through creative composing and team work during performance.</p>
<p>Equality and Diversity</p>	<p>Over the year, students are exposed to a broad variety of music from different cultures across the world and encourage them to use these influences in their own practice. We incorporate music from composers who come from all over the world, for example: Mussorgsky, Byrd and Beethoven; as well as more contemporary composers and artists like Cold play, Quincie Jones and Dizzie Rascal..</p>
<p>Super Curriculum (personal development)</p>	<p>Peripatetic music lessons (piano, drums, guitar and strings). Opportunity to perform in an assembly or class. Access to 'Learning Music Ableton'</p>