

## CURRICULUM MAP (Long term plan)

SUBJECT :Music

YEAR GROUP 7

	<b>Cycle 1 Autumn</b>	<b>Cycle 2 Spring</b>	<b>Cycle 3 Summer</b>
<b>Substantive knowledge –</b> Essential knowledge & conceptual understanding of the National Curriculum	<b>Ensemble Singing</b> Understand and recognise the Elements of Music: PITCH, TEMPO, DYNAMICS, DURATION, TEXTURE, TIMBRE or SONORITY, ARTICULATION, RESTS  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.  Recognise the Elements of Music when listening to and appraising music from different times and different places.  Develop vocal skills and learn to blend voices in a group	<b>Keyboard skills/Music History</b>  Explore different keyboard instruments from different times and places.  Develop keyboard skills to perform confidently as a soloist  Review and evaluate music from a range of historical periods.  Listen to and appraise music from each era of classical music; Baroque, Classical, Romantic.  Understand how structure is used in music and identify common structures  Develop and understanding of note values in terms of duration, bars and simple time signatures.	<b>Minimalism/Percussion skills</b>  Understand the developments that lead to the creation of minimalist music.  Develop composition skills by using minimalist techniques such as; chance music, phasing, layering, retrograde, and inversions.  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.  Develop a feeling for and an awareness of a regular pulse in music  Distinguish between pulse/beat and rhythm.  Play and perform confidently in an ensemble context with accuracy and expression.  Listen to and appraise a variety of music in a minimalist style.

<p><b>Disciplinary knowledge</b> - what skills are practiced?</p>	<ul style="list-style-type: none"> <li>- Explicit teaching of the musical elements and how to identify why they have been used in Music.</li> <li>Listening skills and drawing out composers' use of musical elements.</li> <li>- Match pitch while using the voice.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Recall facts about music history and the political and social differences between each significant era.</li> <li>- Follow notation on a keyboard.</li> <li>- Being able to move the hand dependant on which notes are required in a melody.</li> <li>- Being able to find middle C on the keyboard.</li> <li>- Use the correct fingering when playing the notes in an octave.</li> <li>- Locate notes on a stave including sharps and flats and how to find the correct note on a keyboard.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow and create a score using notation</li> <li>- Follow and create a graphic score.</li> <li>- Understand the notation and duration of semi-quaver, quaver, crotchet and minim.</li> <li>- Be able to follow and use body percussion to play, and layer, rhythms.</li> <li>- Apply the musical elements to compositions.</li> <li>- Learn to identify different minimalist techniques from a variety of composers.</li> </ul>
<p><b>Key questions</b> (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 stave?</p>	<p>Can I write a piece of music using minimalist techniques? Can I create my own percussion piece using polyrhythms?</p>
<p><b>Assessment</b></p>	<p><b>EOT</b>- Perform a selection of pieces using the voice. <b>Live marking</b>/ feedback throughout all lessons.</p>	<p><b>EOT</b>- Perform a piece of music on the keyboards <b>Live marking</b>/ verbal feedback throughout all lessons.</p>	<p><b>EOT</b>- performance of a percussion piece. Completion of a minimalist composition <b>Live marking</b>/ verbal feedback throughout all lessons.</p>
<p><b>Literacy (L), Numeracy (N), Oracy (O) opportunities</b></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>



<b>Cross Curricular Opportunities</b>	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.	History – changes in political landscape throughout music history.	Maths- notes in a 4 beat bar (duration) linked to fractions. DT - Looking at advertising and the features of adverts.
<b>Super curriculum</b>			
<b>Careers</b>	HT 1: <a href="#">How to become a vocal coach.</a> HT 2: <a href="https://www.youtube.com/watch?v=L9T_8-lsWVM">https://www.youtube.com/watch?v=L9T_8-lsWVM</a> <a href="#">Broadway Careers - Sound Mixer Karen Zabinski</a>	HT1 <a href="https://www.youtube.com/watch?v=1u9SrLvmZ9g">https://www.youtube.com/watch?v=1u9SrLvmZ9g</a>  HT2 <a href="https://www.youtube.com/watch?v=SCVNcUvRX98">https://www.youtube.com/watch?v=SCVNcUvRX98</a>	HT1: HT2: Professional drum builder (3): <a href="#">How To Become A Professional Drum Builder - Solid Drums Switzerland</a>
<b>Equality and Diversity</b> Gender Disability Religion Race Sexuality	<a href="#">Broadway Careers - Sound Mixer Karen Zabinski</a> <a href="#">Look Beyond My Disability, See The True Me - 'Fire in the Rain' Music Video</a>	<a href="#">Octopus' Garden (The Beatles) Piano Cover by Sangah Noona</a>	<a href="#">About the Djembe - Preservation Hall Lessons</a> <a href="#">African Drumming: The History of the Break - Preservation Hall Lessons</a>
<b>Local Community Links</b>			
<b>British Values</b> Democracy The rule of Law Individual Liberty Mutual Respect and Tolerance of others SMSC Character Education	<p><b><u>Individual liberty</u></b></p> <p>Students are given opportunities to express their individuality when composing by showcasing their own imagination and creativity. Students are given opportunities to explore how composers have expressed their individual liberty through their music. When performing, students are taught that resilience is key to the subject and must have a positive mindset.</p> <p><b><u>Mutual respect</u></b></p> <p>Students show respect for one another when performing as we expect all students to act like a polite audience and give feedback to each other in a respectful way. Students respect the music of other countries and cultures that they are exposed to. Students are encouraged to identify similarities and differences in the musical tastes of the classroom.</p> <p><b><u>Democracy</u></b></p>		



Students often perform and compose in groups so it is important that all students are able to voice their opinions and ideas. In extra-curricular ensembles, students are encouraged to suggest repertoire.

