

# Curriculum Map Year 7 Music

Topic Name	Term	Skills developed with link to NC Subject content	Reflection on previous link in the curriculum	Progress to future link in the curriculum
-The elements of music / ukulele -The Y7 instrumental scheme	Autumn HT1	<b>Elements of music:</b> Listening: Develop the technical ability to identify the use of musical elements <b>Ukulele:</b> Performance: Read and play short rhythmic phrases at sight, using conventional symbols for known rhythms and note durations. Read simple phrases using pitch and rhythmic notation on the treble clef containing melodies that move mostly in step. <b>Instrumental/vocal scheme:</b> Sing regularly from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and dynamic contrast. Create opportunities for engendering a sense of performance, whether that be in front of an audience, in the community or through recordings to be shared on virtual platforms.	Building on pupils' prior performance experience Building on listening skills and understanding of the elements of music developed throughout Junior School music sessions Developing students' ukulele playing developed in Junior School, enhancing the complexity of parts	All listening tasks rely on understanding of the elements of music Students will continue to enhance their performance skills Students will continue to enhance their ability to read tab, e.g. when learning guitar/ bass as part of the Y9 band projects/ during peripatetic lessons
-Rap: vocal composition -The Y7 instrumental scheme	Autumn HT2	<b>Rap &amp; Instrumental/vocal scheme:</b> Sing regularly from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and dynamic contrast. Create opportunities for engendering a sense of performance, whether that be in front of an audience, in the community or through recordings to be shared on virtual platforms. Create song-lines shaped by lyrics.	Enhancing students' performance skills, as well as their technology skills – links to IT Links to English with writing/ poetry skills enhanced Building on pupils' prior performance experience	Preparation for the song-writing topic to be completed in year 8, as well as the band projects in year 9 and all future performances & recordings, multi-tracking into Soundtrap
-The Orchestra -The Y7 instrumental scheme	Spring HT3	<b>The Orchestra:</b> Listening: Develop the technical ability to identify the use of musical elements. Develop understanding of the meaning and purpose of music being listened to Performance: Read and play short rhythmic phrases at sight, using conventional symbols for known rhythms and note durations. • Read simple phrases using pitch and rhythmic notation on the treble clef containing melodies that move mostly in step.	Composition skills developed from previous tasks Understanding of the orchestral groups developed Manipulation of musical ideas will be more complex Building on pupils' prior performance experience	Students will continue to enhance their performance skills Knowledge of orchestral instruments will be expanded on & the meaning and purpose of music being listened to will be studied in further detail if students progress to GCSE
-Folk -The Y7 instrumental scheme	Spring HT4	<b>Folk:</b> Sing three- and four-part rounds, transposing music according to the needs of the class. Develop understanding of the meaning and purpose of music being listened to Listening: Develop the technical ability to identify the use of musical elements Explore melodic line and simple structural ideas, e.g. ABA. Play rhythmically simple melodies on keyboard instruments, following staff notation written on one stave. Use notes within a range of a 5th transposed into C major or A minor.	Building on pupils' prior performance experience Singing more complex parts Using lyric writing skills developed from rap topic Enhancing keyboard skills developed in Junior School/ (the Y7 instrumental scheme- studied by some of the students)	Students will start to justify and explain how the musical examples are representative of the style: a skill developed throughout KS3 to GCSE/ BTEC Levels 1/2 & 3 (analysis of musical styles when studying the GCSE set works & justification of style changes in Level 3, Unit 3: Ensemble Music Performance)
Programme music	Summer HT5	Listening: Develop the technical ability to identify the use of musical elements. Develop understanding of the meaning and purpose of music being listened to Develop understanding of composition Compose melodies using vocal or instrumental improvisation, bearing in mind phrase structure.	Building on students' understanding of the elements of music developed throughout Junior School music sessions & KS3 topics Further enhancing students' abilities to compose to a brief from a stimulus	The ability to compose to a brief will be further enhanced if going on to study GCSE Music: composition tasks

<b><i>Inspirational musical figure</i></b>	<i>Summer HT6</i>	<p>Presentations delivered surrounding justifications behind students' inspirational musical figures.</p> <p>Performance task: students to deliver solo/ensemble performances of a piece by their chosen artist</p> <p><b>Singing:</b> Sing regularly from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and dynamic contrast.</p> <p><b>Listening:</b> Develop the technical ability to identify the use of musical elements</p> <p>Develop understanding of the meaning and purpose of music being listened to</p> <p><b>Performance-</b> keyboard:</p> <p>-Read and play short rhythmic phrases at sight, using conventional symbols for known rhythms and note durations.</p>	<p><i>Building on pupils' prior performance experience</i></p> <p><i>Links to English/ literacy/ oracy with writing/ presentation skills enhanced</i></p> <p><i>Students to select material independently and to apply their singing &amp; keyboard skills developed in Junior School, throughout the Y7 instrumental scheme, as well as during the rap/folk topics</i></p>	<p><i>They will use musical elements terminology developed throughout year 7 to produce a review of a piece by their selected inspirational artists</i></p> <p><i>Presentation skills will be further enhanced throughout KS3/ 4/ 5, e.g. when presenting stylistic changes during Level 3, Unit 3, Ensemble Music Performance</i></p> <p><i>Singing &amp; keyboard skills will be further developed throughout KS3/4/5 topics: building the levels of complexity, interpretation &amp; expression, e.g. during GCSE Music performance recordings/ BTEC performance recordings</i></p>
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