

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/ Soundtrap -The Y7 instrumental scheme	Autumn HT1	Elements of music: Composition: Programme Music Listening: Develop the technical ability to identify the use of musical elements Performing: vocal performance Instrumental/vocal scheme: 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.	<i>Building on pupils' prior performance experience</i> <i>Building on composition/ listening skills and understanding of the elements of music developed throughout Junior School music sessions</i>	<i>All performance/ composition/ listening tasks rely on manipulation/ understanding of the elements of music</i> <i>Students will continue to enhance their performance skills</i>
-Rap: vocal composition -The Y7 instrumental scheme	Autumn HT2	Rap & Instrumental/vocal scheme: Sing regularly from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and dynamic contrast. Enhancing rhythmic accuracy and control with reference to counts / beats in a bar, and lyric creation. 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.	<i>Enhancing students' performance skills, as well as their technology skills from Y7, HT 1</i> <i>Links to English with writing/ poetry skills enhanced</i> <i>Building on pupils' prior performance experience</i>	<i>Preparation for the song-writing topic to be completed in year 9, as well as the band projects in year 9 and all future listening tasks, performances & compositions, utilising multi-tracking functions in Soundtrap</i>
-The Orchestra/ The Y7 instrumental scheme	Spring HT3	The Orchestra: Listening: Develop the technical ability to identify the use of musical elements and distinguish between different orchestral instruments. Develop understanding of the meaning and purpose of music being listened to. Composition: Students create a composition using orchestral instruments, varying the elements of music. 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.	<i>Composition skills developed from previous tasks</i> <i>Understanding of the orchestral groups developed</i> <i>Manipulation of musical ideas will be more complex</i> <i>Building on pupils' prior performance experience</i>	<i>Students will continue to enhance their performance skills</i> <i>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/ BTEC</i>
Ensemble music performance	Spring HT4	Performance: Read and play short rhythmic and melodic phrases at sight, using conventional symbols for known rhythms, note durations and pitches, including tab and staff notation. Read simple phrases using pitch and rhythmic notation on the treble clef containing melodies that move mostly in step.	<i>Developing students' performance skills developed in Junior School and in the year 7 instrumental scheme, enhancing the complexity of parts</i>	<i>Students will continue to enhance their ability to read notation, including tab, e.g. when learning guitar/ bass / piano chords as part of the Y9 band projects/ during peripatetic lessons</i>
-Folk -The Y7 instrumental scheme	Optional Summer scheme	Folk: Listen to and perform a number of folk pieces to develop understanding of typifying features. 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 lines and simple structural ideas, e.g. ABA. Play simple rhythmic and melodic parts on keyboard and various other instruments, following staff notation written on one stave. Use notes within a range of a 5th.	<i>Building on pupils' prior performance experience</i> <i>Singing more complex parts</i> <i>Using lyric writing skills developed from rap topic</i> <i>Enhancing keyboard skills developed in Junior School/ (the Y7 instrumental scheme- studied by some of the students)</i>	<i>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)</i>

Ukulele	<i>Optional Summer scheme</i>	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.	<i>Developing students' ukulele playing developed in Junior School, enhancing the complexity of parts</i>	<i>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</i>
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