



Curriculum Map

Subject: Music

Year Group: 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Content</p> <p>Declarative knowledge – ‘Know what’</p>	<p style="text-align: center;">Whole Class Singing / Music of Africa</p> <p>Know the key musical features of African music and be able to read note values.</p> <p>Key vocabulary: pitch, tempo, dynamics, rhythm, pulse, polyrhythm and cross rhythm, ostinato, call-and-response, layering, A capella, close and parallel harmony</p> <p>Key musical styles: Whole class singing, African singing, African drumming</p> <ul style="list-style-type: none"> • Performing: to sing traditional African songs and to play African percussion • Composing: to create a layered, syncopated rhythmic ostinato within a group performance • Listening: to learn about, and to recognise, African musical styles and instruments 		<p style="text-align: center;">The Classical Period</p> <p>Know different genres, composers, instruments and musical forms from the Classical Era (1750-1820) and be able to apply this knowledge when listening to an unfamiliar piece.</p> <p>Key vocabulary: treble and bass clefs notes on the staff, musical forms (strophic, rondo, ternary, theme and variations, sonata form), genres (song, opera, aria, symphony, minuet), performing forces (Voices, instruments and their groupings: soprano, alto, piano, string quartet, orchestra), Classical composers (Schubert, Gluck, Mozart, Haydn, Beethoven)</p>		<p style="text-align: center;">Blues and Jazz</p> <p>Know the historical and social context in which blues music was first created. Know the typical features of blues and jazz music.</p> <p>Key vocabulary: 12-bar Blues, primary chords, blues scale, AAB structure and improvisation, walking bass, call-and-response, comping, swung rhythm, blues/jazz band instruments</p> <p>Key musicians: Bessie Smith, Robert Johnson, BB King, Ma Rainey, Duke Ellington, Louis Armstrong, Ella Fitzgerald</p>	
<p>Skills</p> <p>Procedural knowledge – ‘Know how’</p>	<p>Work effectively as part of a group and play in time with others. Project the voice correctly, play the drum with good technique, listening for sound quality and good tuning and understand what makes an effective performance. Understand and use basic rhythm notation – simple note values and time signatures.</p> <p>To learn these skills through the following activities:</p>		<p>Learn keyboard skills, reading music notation and singing.</p> <p>Learn to accompany singing on the keyboards. Continue working as part of a small group and play in time with others.</p> <p>Understand and use basic staff notation – treble and bass clef notes.</p> <p>Compose one or two 8-bar section(s) of music, using chords and melody, which can be used as another section of a minuet in either ternary or Rondo form</p>		<p>Perform the blues on the rock band format – electronic drumkit, electric guitar and bass guitar, voice and keyboards</p> <p>Learn to use bass clef notes via the walking bass</p> <p>Improvise a melody using the blues scale</p> <p>Compose your own blues lyrics and song.</p>	

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	<ul style="list-style-type: none"> Performing: to sing traditional African songs and to play African percussion Composing: to create a layered, syncopated rhythmic ostinato within a group performance Listening: to learn about, and to recognise, African musical styles and instruments 					
Key questions	<p>Describe the pitch/dynamics/tempo. What makes a performance look and sound confident? How can you rehearse effectively? Can you describe the music performed using key vocabulary? How do polyrhythms work? What does harmony in music mean? What is oral tradition in music? What is the role of music notation?</p>	<p>Can you describe whether a piece of music is major/minor? What is the feel or mood of these words? What is melody? What is accompaniment? How can you accompany well? What are chords? What is a chord progression? How can chord progressions or harmony create moods? Describe the music performed using key vocabulary What is the role of music notation in music?</p>	<p>Can you describe whether a piece of music is major/minor? What is the feel or mood of these words? What is melody? What is accompaniment? How can you accompany well? What are chords? What is a chord progression? How can chord progressions or harmony create moods? Describe the music performed using key vocabulary What is the role of music notation in music?</p>	<p>What are the origins of blues music? How do you read and play basic level bass clef notation, guitar charts, keyboard fingering chord charts, bass charts and drum notation? What is the role of improvisation in blues and jazz music? Compare and contrast the music of early blues musicians like Bessie Smith and Robert Johnson with contemporary musicians influenced by blues music. How do people learn music (oral tradition, heritage, music lessons, music notation)?</p>		
Assessment	<p>Performing – Performing in whole class singing and African drumming Composing – Creating your own polyrhythms End of unit test – Vocabulary, rhythm note values, listening skills.</p>	<p>Performing (singing) – Schubert's 'The Trout' or Gluck's 'What is life' Performing (keyboard) – adaptations of accompaniment to 'The Trout' of Mozart's Minuet. Composing – additional 8-bar section(s) for Mozart's Minuet Appraising – exercise on unfamiliar piece in last lesson Spring Term Listening & Core Theory Assessment</p>	<p>Performing (singing) – Schubert's 'The Trout' or Gluck's 'What is life' Performing (keyboard) – adaptations of accompaniment to 'The Trout' of Mozart's Minuet. Composing – additional 8-bar section(s) for Mozart's Minuet Appraising – exercise on unfamiliar piece in last lesson Spring Term Listening & Core Theory Assessment</p>	<p>Performing – a Blues song Composing – your own blues song End-of-unit test – Vocabulary, rhythm note values (recap), bass clef notation, listening skills that appraise Blues music.</p>		

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Literacy/ Numeracy/ SMSC/ Character	Confidence, resilience, collaborative skills, numerical qualities of music (measured sound in time = note values)	Confidence, resilience, collaborative skills, numerical qualities of music (measured sound in time = note values)	Aspiration, resilience, collaborative skills, ongoing: numerical qualities of music (measured sound in time = note values)	Aspiration, resilience, collaborative skills, ongoing: numerical qualities of music (measured sound in time = note values)	Confidence, resilience, collaborative skills, ongoing numerical qualities of music (measured sound in time = note values)	Confidence, resilience, collaborative skills, ongoing numerical qualities of music (measured sound in time = note values)