

Year 7 Curriculum Map 2021-22

Half term	Unit Title Hyperlink to SOW	Description	Skills & content covered	Assessments / criteria		Skills & content revisited	Links to GCSE skills and content	How work will be standardised or moderated	PERFORMANCE OPPORTUNITY
7.1	The Elements of Music	Introduces students to the elements of music: melody, articulation, dynamics, structure, rhythm, texture and tempo through a variety of listening activities and singing exercises. We will also work on singing technique, including vocal warm-ups, projection and performing songs together as a class.	Listening and appraising: students will articulate and identify the elements of music through listening and written communication, enabling them to participate in musical conversations. Singing technique: students will develop their confidence and ability with singing, and be encouraged to further this skill in our extra-curricular ensembles.	Formative assessment throughout the lessons and summative assessment with a short written paper at the end of the half-term.		All new content	Building knowledge for the composition and appraisal units of the GCSE. Developing confidence in ensemble performance.	Sampled at department meetings and standardised for set year group.	Singing together as a class, with the opportunity for smaller group singing and solos.
7.2	Harmony	Teaches pupils the fundamental basics of harmony in music whilst learning how to play chord sequences on the piano and ukulele. Pupils will eventually create their own ensemble performances of four-chord pop songs, and build their own dance tracks into Logic.	Music theory: Pupils will learn how to form any major or minor chord on the piano. Performance: Students will learn a selection of chords on the ukelele. They will understand how to combine chords together into different patterns to form sequences, and this will allow them to perform simple pop songs in small groups. Composition: Pupils will record their chosen chord sequences into Logic and experiment with different basslines and drumbeats to form a dance track.	Formative assessment throughout the lessons and summative assessments of ensemble performances and Logic compositions.		We will be revising the elements of music with various listening starters/plenaries and revisiting our knowledge of singing to apply this to the pop song ensemble performances.	Understanding chords and chord sequences is essential for composition and the listening and appraising paper. Learning chords on the keyboard and ukulele develops skills as both a solo and ensemble musician.	Sampled at department meetings and standardised for set year group.	Learning chords on the keyboard and ukulele and singing pop songs in small groups.
7.3	Melody	Revisits the element of music: 'Melody' but in much more detail as we discuss how melodies are created, practise some well-known melodies on the keyboards and ukuleles and create our own melodies using musical notation.	Music theory: Students will learn how to read musical notation in the treble clef, learning the different note values and letter names. Performance: Pupils will practice well-known melodies on the keyboards and ukuleles and will perform these back to the class. Composition: Pupils will learn how to write interesting melodies and will create their own.	Formative assessments throughout the lessons and of their work recreating melodies on musical instruments. Summative practical assessment in which pupils perform well-known melodies on the keyboard/ukulele and are assessed on their own melody compositions.		We will be revisiting the elements of music in our detailed analysis of melodies. Pupils will continue to further their instrumental skills on the keyboard and ukuleles, and will be encouraged to pair their melodies with appropriate chord sequences.	Developing their understanding of the elements of music and musical notation is a key component of the listening and appraising paper. Further instrumental experience for solo and ensemble performance and compositional experience in creating their own melodies.	Sampled at department meetings and standardised for set year group.	Pupils will have the opportunity to perform simple, well-known melodies on the keyboards and ukuleles.
7.4	Introduction to the Orchestra and Programme Music	Introduces students to the orchestral families of instruments through videos, musical excerpts and written activities. Learners will apply this knowledge to their prior understanding of the elements of music to analyse some famous pieces of programme music.	Listening and appraising: Pupils will expand their knowledge of orchestral instruments and timbres, be able to recognise instruments aurally and understand the musical terms timbre and instrumentation. Literacy skills: Pupils will complete an extended writing task analysing <i>In the Hall of the Mountain King</i> . Compositional skills: Students will then have the chance to compose their own piece of programme music using live instruments and Logic compositional software.	Summative written assessment on the instruments of the orchestra partway through the module, and extended writing assessment on <i>In the Hall of the Mountain King</i> at the end of the scheme of work.		Revising elements of music to complete detailed musical analysis of famous pieces of programme music.	Listening and appraising paper requires pupils to recognise different instruments aurally and write about timbre and instrumentation. Extended writing about music is great practice for long-answer questions during the written paper.	Sampled at department meetings and standardised for set year group.	Opportunity to witness multiple orchestral performances and create their own piece of programme music using the instruments and Logic Software.
7.5	Band Project	Pupils will put all of their musical skills to the test in this module, as they will select a piece of music to perform in groups of their choosing. This will also be a research project, as pupils will be guided through finding their own music, working out the individual parts, and rehearsing effectively until they are performance ready!	Listening and appraising: There will be multiple revision starters and plenaries focused around the skills learned this year, such as listening activities focused around the elements of music, chords, notation and the instruments of the orchestra. Performance: Pupils will be responsible for creating performances in small groups, including selecting and rehearsing the repertoire themselves.	At the end of this scheme of work each group will share back their performances and be assessed on these. They will also be formatively assessed on their contribution to the rehearsal process and any leadership qualities shown.		Revisiting musical learning of chords and melodies on the keyboards and ukuleles, as well as singing technique. Revising topics learned this year in starters and plenaries, including elements of music, chords, musical notation, instruments of the orchestra and world music terminology.	Solo and ensemble performance forms 30% of the GCSE course, so introducing pupils to this component now is very useful in developing confidence, musicianship, and a dedicated work ethic.	Recordings will be taken of performances, and sampled at department meetings to ensure standardisation.	Pupils will be creating a performance of their choice in small groups.
7.6	Rhythms of the World	Introduction to African Drumming, Samba and Bhangra music. For each topic, pupils will learn about the musical traditions and instruments associated with each style and there will be whole-class performance opportunities including forming an African drumming ensemble, creating Samba bands, and building a Bhangra composition on Logic.	Listening and appraising: Pupils will analyse music from multiple genres using the elements of music. Performance: Pupils will engage in whole-class and small group performances, featuring improvisations, call and response and solo sections. Composition: Pupils will be building their own drum circles, Samba grooves and Bhangra compositions both live and using Logic software.	At the end of each topic there will be a summative assessment in the form of a small-group performance or paired composition. There will also be a summative written paper concerning the key terms learned in this module.		Mostly new content, however there will be many references to the elements of music and comparisons to instruments of the orchestra learned last term.	Direct link to Area of Study 3, entitled <i>Rhythms of the World</i> , which covers music from India and the Punjab region, Eastern Mediterranean and the Middle East, Central and South America, and Africa.	Sampled at department meetings and standardised for set year group.	Heavily performed-based module, we will be using the djembes and Samba instruments to create drum circles and Samba bands.