

Curriculum Map 2023-24							
Year 7							
Half term	Unit title with hyperlink to scheme of work	Unit summary	Skills & content covered	Skills & content revisited	Links to GCSE skills and content	Summary of formative marking, feedback and student response	Summative assessment schedule, including assessment criteria
Autumn 1	Building Bricks – The Elements of Music	Pupils learn about Pitch, Dynamics, Duration, Tempo, Texture, Timbre or Sonority, Articulation and Silence and are introduced to Graphic Notation and Graphic Scores.	Pupils will have the opportunity to: - Understand and recognise the Elements of Music: Pitch, Tempo, Dynamics, Duration, Texture, Timbre or Sonority, Articulation, Silence. - 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.	All new content	This unit will develop pupil's understanding of the Elements of Music and provide pupils with a foundation of musical vocabulary for use at Key Stage 3 which can be developed for GCSE Music.	Formative assessment throughout the lessons with pupil observations and questioning, particularly of involvement in singing activities.	Summative assessment with an 'Elements of Music Quiz'.
Autumn 2	Keyboard Skills – Introduction to Pitch Notation	This unit is all about effective keyboard performance technique including basic treble clef staff notation.	Pupils will have the opportunity to: - Understand how the classroom keyboard is used and played. - Practice pieces of keyboard music to build skills and understanding of reading music and playing an instrument using correct posture, fingering and accuracy of pitch and rhythm. - Understand the importance of "warming-up" before playing a keyboard or piano and the concept of piano fingering (1-5) - Explore different keyboard instruments from different times and places.	We will be revising the elements of music with various listening of rhythmic pieces, and pupils will have the opportunity to create more musical keyboard performances.	Understanding musical notation is a key aspect of the listening and appraising paper, particularly the melodic dictation question. Learning effective keyboard technique develops skills as both a solo and ensemble musician and composer.	Formative assessment as through notation practice and continuous teacher feedback on keyboard performances during lessons.	Summative assessments of a keyboard performance piece of the pupil's choice.
Spring 1	I Got Rhythm – Introduction to Rhythmic Notation	This unit introduces or reintroduces the concept of pulse through a variety of experiences which include pulse games and other rhythmic activities. Through composing and performing, pupils are introduced to rhythm grids and rhythm grid notation which can be extended to include single line rhythm notation using the note values of a semibreve, minim, crotchet, quaver and pair of quavers.	Pupils will have the opportunity to: - 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 from different times and places. - Distinguish between pulse/beat and rhythm. - Develop an understanding of note values in terms of duration, bars and simple time signatures.	We will be revisiting the elements of music in our development of rhythmic pieces, and pupils will have the opportunity to add pitch notation to their rhythmic compositions.	Understanding musical notation is a key aspect of the listening and appraising paper, particularly the melodic dictation question. Understanding rhythms and the importance of a consistent pulse in pieces develops skills as both a solo and ensemble musician and composer.	Formative assessments throughout the lessons through teacher observation of rhythmic games and pupils' ability to perform back different rhythms.	Summative assessments of a Notation Quiz to test pupils' knowledge of pitch and rhythm.
Spring 2	Form and Structure	This unit begins by establishing what is "Form and Structure" in music and why Form and Structure is important. Through performing, composing, improvising and listening and appraising, pupils then explore four different musical structures: Question and Answer Phrases, Binary Form, Ternary Form and Rondo Form.	Pupils will have the opportunity to: - Understand what Form and Structure is in music. - Understand what Question and Answer, Binary, Ternary and Rondo Forms are in music. - Recognise the differences between music based on different Forms and Structures. - Know how to label or identify different sections within a complete piece of music. - Recognise that music with a recurring or repeated section provides familiarity to the listener. - Recognise why Form and Structure is important in music.	Mostly new content, however there will be many references to the elements of music, plus pupils will require their knowledge of musical notation in order to create their compositions and practice music in different forms.	Having a clear understanding of structure and different musical forms will allow pupils to become more competent composers and performers at GCSE. The different structural forms are also referenced in Area of Study 2: <i>The Concerto Through Time</i> .	Formative assessments through observations, questioning and verbal feedback during the compositional and performance process.	Summative assessments of a Form and Structure listening assessment.
Summer 1	Sonority City – Instrumental Timbres	This unit develops pupils' knowledge and understanding about orchestral instruments and families/sections of orchestral instruments. Pupils learn about the construction, sound production and timbres/sonorities of different orchestral instruments, the layout, grouping and the instruments which belong to each section of a modern symphony orchestra.	Pupils will have the opportunity to: - Learn about the layout and structure of the symphony orchestra. - Develop an understanding of musical instruments and how they are played, the families/sections, construction, different sound production methods and characteristic timbres/sonorities. - Perform on orchestral instruments (where possible) or use orchestral tones/voices/sounds from keyboards as part of a 'class orchestra' with an awareness of the experience of 'performing together' as an ensemble and the roles of different instrumental parts and textural layers on the music as a whole. - Learn about the origins and uses of fanfares.	Revising elements of music when discussing the different timbres and sonorities of orchestral instruments. Drawing on knowledge of musical notation when reading music to complete performance activities.	Listening and appraising paper requires pupils to recognise different instruments aurally and write about timbre and instrumentation. Introducing pupils to different instruments also develops their skills as a performer and composer.	Formative assessments on keyboard performances and ability to use compositional software Logic.	Summative listening assessment on the instruments of the orchestra and a Logic arrangement task.
Summer 2	Samba and Saharan Sounds - Rhythms of the World	This unit explores the main rhythmic musical features and devices used in Latin American Samba and West African Drumming. Pupils will have the chance to explore these genres practically through performance and composition, but also to learn how these styles have influenced popular music through music theory and dictation.	Pupils will have the opportunity to: - Recognise, perform and create African music with an understanding of musical conventions and processes. - Explore different rhythmic processes used in African music - cyclic rhythms, polyrhythms, syncopation and call and response and apply these to own composition and performance activities. - Listen to a range of different African music, identifying characteristic musical features. - Understand how instruments, structures and textures are used in Samba. - Perform as part of a larger ensemble understanding key roles of performers and different instruments and the relationship between these and the effect this has on the music. - Use rhythmic features such as ostinato, cyclic rhythms, polyrhythms, call and response and syncopation when performing and improvising.	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.	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.	This unit will be assessed formatively, looking at pupil effort, engagement, and ability to understand and incorporate rhythmic features in Samba and African Drumming.	