

# Curriculum Content Map

Subject: Music

Year group: 7

	TERM 1 (7 lessons)	TERM 2 (6 lessons)	TERM 3 (6 lessons)
	September October or November December	January February or February March	April May or June July
Virtues	1. Friendliness and Civility (Sept) 2. Justice and Truthfulness (Oct) Or 3. Courage (Nov) 4. Generosity (Dec)	5. Gratitude (Jan) 6. Good Speech (Feb) Or 6. Good Speech (Feb) 7. Good Temper and Good Humour (Mar)	8. Self-Mastery (April and May) Or 9. Compassion (June) 10. Good Sense (July)
Skills	1. Listening (Sept) 2. Leadership (Oct) 3. Problem Solving (Nov) 4. Creativity (Dec)	5. Staying Positive 6. Speaking 7. Staying Positive	8. Aiming High 9. Aiming High 10. Speaking 11. Teamwork
Topic Title & Description	<b>Caribbean music</b> Introduction to keyboard notation through the topic of Caribbean music from Bob Marley. The keyboard will be introduced, with options to add additional instruments for those with prior skills. The style and tradition of Caribbean music will be explored through its rich cultural history	<b>Film Music</b> Building on keyboard skills from Term 1, students will extend and develop musical ideas from existing film scores and motifs. By playing and performing in a solo context they get to engage with music for audio visual entertainment.	<b>Video Game and TV music (music tech composition)</b> Students are introduced to music technology through the genres of gaming and television. Students will be extending and developing musical ideas by exploring a range of tonalities, scaled and other computer based music composition.
Sequencing and Sequencing Skills	Skills and introduction to music by exploring KS2 experience and identifying learners with existing skills. <b>BRIDGING LESSON</b> Introduction to Musical Instruments, music notations and musical genres and styles.  <b>Builds from</b> introduction to notation in KS2. <b>Builds to</b> reading notation and playing the keyboard in term 2 (film music).	Applying and understanding instruments, styles and genres. Listening skills, description skills and inter-related dimension. Exploring disjunct melodies and composition skills.  <b>Builds from</b> notation and use of keyboard in term 1 (Caribbean music). <b>Builds to</b> use of music technology for composition in term 3.	Introduction to music technology through software – including MIDI keyboard. Applying listening skills and inter-related dimensions in their own performance.  <b>Builds from</b> any composition and performance in Terms 1 and Terms 2. <b>Builds to</b> music technology composition in year 9 – sci-fi and comedy compositions.
Retrieval Practice	Looking at Key Stage 2 skills and notation knowledge. Developing learning skills and which way they can remember notes and patterns on the scale.	Retrieval of knowledge about other instruments and cultural history from Caribbean music. Historical context will also be developed.	Looking at how the keyboard was a technological advancement from the piano. Retrieval of notation from term 1 and reminders of cultural and historical context in music styles.
New Learning	Reading notation. Performance skills – focus on rhythm, timing and pitches. Creating and composing skills.	Range of film themes – through pitch, duration, tempo, texture and structure. Composition. Listening analysing. Review a range of genres and styles. Introductions to Composers and musicians.	Retrieval of keyboard skills necessary if using the MIDI keyboard to compose if using the iMacs. Technology, composition and creation explored in detail. Experimentation with pitch, duration, dynamics, tempo, timbre, texture and structure.
Literacy	Rhythm Ensemble Solo Trio Duo Melody	Genre Style Narrative Motif Leitmotif Scale Score Harmony Non-Diegetic Ambient	Pitch Tempo Timbre Beat, Meter MIDI Stereo Phono
Numeracy	Note values Duration Rhythms Timing Syncopation	Beat Time-codes in film 8 Beat Bars	Time-codes Frames Beats per minute
Independent Learning	Practical tasks Playing the hook, bassline and chords on the keyboard. Focuses on building up	Playing a range of film themes on the keyboard	Students will compose their own film themes and character themes using music technology
Super curricular activities	Keyboard club elective and use of music practice rooms during break times.	Keyboard club elective and use of music practice rooms during break times.	Music technology club.
British values and SMSC	Social – supporting one another in performances. Cultural – learning about other cultures music and contexts	Social – supporting one another in performances. Cultural – learning about other cultures music and contexts	How music affects society through television. Moral support between peers who share their work with each other.
Links to skills and virtues	Friendliness and Civility – Peer support in practical paired work on the keyboards. Listening – Instructions regarding the safe use of equipment in practical tasks, as well as developing listening and analysing skills. Justice and Truthfulness – When reviewing own work. Leadership – Leading own performance. -----or----- Courage – Being honest about their skills and confidence levels.	Gratitude – Appreciation of equipment and other styles of music that have developed. Staying Positive – Using feedback in a positive way to improve practical work. Good Speech – Delivering a presentation. Speaking – Oracy in presentation of ideas. -----or----- Good Speech – Delivering a presentation Speaking – Oracy in presentation of ideas. Good Temper/Humour – Remaining calm when faced with challenges in practical tasks.	Self-mastery – How to use music technology to create a composition. Aiming High – To create character themes -----or----- Compassion – Help with peer-feedback and evaluation in a caring and constructive way Speaking – Talking about processes they are undertaking when composing Good Sense – Use of equipment. Teamwork – Support each other to make sure in paired composition task.

	<p>Problem Solving – Finding the notes on the keyboard.</p> <p>Generosity – Supporting peers in paired keyboard work.</p> <p>Creativity – Creating own performances of Caribbean songs.</p>	<p>Staying Positive – Using feedback in a positive way relating to improve practical work.</p>	
Careers	<p>The careers explored in these topics are:</p> <ol style="list-style-type: none"> <li>1. Musician</li> <li>2. Appraiser</li> <li>3. Performer</li> </ol>	<p>The careers explored in these topics are:</p> <ol style="list-style-type: none"> <li>1. Composer</li> <li>2. Musician</li> </ol> <p>Performer</p>	<p>The careers explored in these topics are:</p> <ol style="list-style-type: none"> <li>1. Composer</li> <li>2. Producer</li> <li>3. Recording engineer/Studio personnel</li> </ol> <p>Song writer</p>
Formative assessment	<p>Performance of reggae bassline on the keyboard</p>	<p>3. Performance of James Bond film themes on the keyboard.</p>	<p>4. Composed piece played.</p>
Summative assessment	<p>Students will have a summative assessment of performing their chosen part of a Caribbean song on the keyboard.</p> <p><b>Assessment Target - Level 1</b>  Pupils recognise and explore how sounds can be made and changed.  They use their voices in different ways such as speaking, singing and chanting, and perform with awareness of others.  They repeat short rhythmic and melodic patterns and create and choose sounds in response to given starting points.  They respond to different moods in music and recognise well-defined changes in sounds, identify simple repeated patterns and take account of musical instructions.</p> <p>-</p>	<p>Students will complete a summative assessment consisting of a performance of their chosen film theme on the keyboard.</p> <p><b>Assessment Target - Level 1</b>  Pupils recognise and explore how sounds can be made and changed.</p> <p>They respond to different moods in music and recognise well-defined changes in sounds, identify simple repeated patterns and take account of musical instructions.</p>	<p>Finalised performance of composed piece.</p> <p><b>Assessment Target Level 2</b>  Pupils recognise and explore how sounds can be organised.</p> <p>They choose carefully and order sounds within simple structures such as beginning, middle, end, and in response to given starting points.</p> <p>They represent sounds with symbols and recognize how the musical elements can be used to create different moods and effects. They improve their own work.</p>
Personalised Challenge for LA	<p>1:1 support  Keyboard support sheet  Demonstrations  Notes written under the notation</p>	<p>1:1 support  Keyboard support sheet  Demonstrations  Notes written under the notation</p>	<p>User guides for Garageband  Video tutorial  1:1 support via modelling and demos  Tasks broken into chunks</p>
HA Challenge	<p>Extension tasks – play with 2 hands at the same time</p>	<p>Extension tasks – play with 2 hands, peer teaching others, demonstrating to the class</p>	<p>Independent work, record in own parts using the MIDI keyboard as opposed to solely using loops</p>
ICT Opportunities	<p>Reading links.  iPad for tutorial videos and sheet music.</p>	<p>Reading links.  iPad for tutorial videos and sheet music.  Analysing the music in film clips</p>	<p>Reading links.  iPad for tutorial videos and sheet music.  MIDI keyboard sequencing skills and music technology usage, use of Garageband</p>