Curriculum Content Map			Subject: Art Year 7		
Month			Term 1	Term 2	Term 3
Cultural Transmission	Units of Work		**1A: Dance Music: Exploring Rhythm, Chords and Metre in Music for Dance** • Dance Music from Different Times and Places: Marches, The Baroque Dance Suite, Waltz, Latin Dance: Tango, Irish Jig and Reel, American Line Dance, Disco, Club Dance. • Accompaniment Patterns in Dance Music, • Rhythms in Dance Music, • Texture: Melody and Accompaniment, • Primary Chords (I, IV, V, V7), • Simple and Compound Time Signatures (2/4, 3/4, 4/4, 6/8) • Music Theory Focus: Simple and Compound Time Signatures **1B: Soundtracks: Exploring Film Music** • Leitmotif, Soundtrack, Theme Song, Mickey-Mousing, • Concord/Discord, (Chromatic) Sequencing, Storyboard, 'Borrowed' Music, Music-Spotting, • Interval of a 5th, Click Tracks/Timing, Theme, Sound Effects, Motif, Timbre/Sonority, Musical Clichés, Diegetic and Non-Diegetic Music. • Music Theory Focus: Intervals of a 5th, Concords and Discords	**2A: Computer and Video Game: Exploring Global** Computer and Video Game Music • Sound Effect, Chiptune/8-Bit Music, • Synthesiser, Sampling, Soundtrack, Music Technology, Orchestra, • Cues, Ground Theme, Decision Motif, Jumping Bass Line, Disjunct, Staccato, Articulation, Chromatic Movement, Syncopation, Character Theme/Motif, Leitmotif, • Orchestration, Timbre/Sonority, Texture, Pitch, Dynamics, Tempo. • Music Theory Focus: Melodic Movement (Conjunct/Disjunct), Chromatic Movement. 2B: New Directions: Exploring ways to develop music from small ideas in twentieth century music • Atonality, Polytonality, Chromaticism, Dissonance and Discords, Timbre and Sonority, • Minimalism, Motif/Cell, Rhythmic Motif, Melodic Motif, Phase Shift, Phase In/Out, • Metamorphosis, Additive Melody, Isorhythmic Overlap,	**3A: Samba: Exploring Rhythms and Performing as an Ensemble** • Call and Response, Cyclic Rhythm, Improvisation, Ostinato, Percussion, • Polyrhythm, Polyrhythmic Texture, Pulse, Rhythm, Syncopation, • Sambista, Intro, Groove, Break, Mid-Section, Coda, • Instruments of Samba: Surdo, Repinique, Tamborim, Chocolo, Reco-Reco, Apito, Agogo Bella, Caixa de Guerro. Music Theory Focus: Syncopation **3B: Songwriting: Exploring Popular Songs and Musical Arrangements** • Popular Song Structure: Introduction (intro), Verse(s), Strophic, Link, Pre-Chorus, Chorus, Bridge/Middle 8, Coda (outro); • Lyrics, Hook, Riff, Melody, Counter-Melody, • Texture, Chords, Accompaniment, Bass Line, Lead Sheet, Arrangement, • Cover Version, • Melodic Motion: Conjunct, Disjunct, • Range; • Instruments, Timbres and Sonorities in Songs. • Music Theory Focus: Conjunct and Disjunct melodic motion in Songs
	National Curriculum area – KS3		• To learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence	• To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians	• To play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
	Substantive Knowledge	*The What!*	The third year of music will give students opportunity to consolidate their learning of various skills such as keyboard, notation, and music technology, as they draw on skills acquired in previous years to engage in meaning musical projects that will be inspiring and stimulating enough to motivate them to continue their musical journey in the future. Students will hone in their skills in listening to various genres of music, appraising music history conventions and using ideas to embark on a bespoke composition project and performance.		
	Disciplinary knowledge	*The How!*	The special focus on composition will be developed through exploring song structure, chord progressions and lyric writing. Students will sing various classic and popular songs. They will be composing to a moving image as part of developing music technology skills. This will culminate in their own composition project that introduces them to some of the work at Key Stage 4. They will also take part in a band project, selecting their own song (own composition or cover), rehearsing and performing to an audience.		
	Sequencing (Flow)	*Retrieval & Extension*	• Understand the connection between the steps, movement and formation of dances and the inter-related musical features within the music that accompanies them. • Understand how different dance music genres use different time signatures and metres and how these relate to the dance. • Understand how dance music is chiefly made up of primary chords, using chords I, IV, V, V7 and seventh chords in a range of simple major and minor keys. • Understand how different dances use characteristic dance rhythms within their music. • Describe the different accompaniment patterns and textures in dance music from different times and places. • How music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama. • How timing is a crucial factor in the composition and performance of music for film	• Understand the various ways in which music is used within a range of computer and video games from different times. • Understand, describe and use common compositional and performance features used in computer and video game music. • Understand how to vary, adapt and change a melody (character theme) for different atmospheres/scenarios. • Understand the importance of sound effects and how these are used at certain cues to enhance gameplay within a computer or video game. • Understand changes in twentieth century music and how composers 'broke away' from late-Romantic ideals. • Understand that twentieth century music consisted of many different types, styles, movements and genres. • Understand and demonstrate how minimalist composers develop pieces from small starting points.	• 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 • Understand the different textural and structural elements of a song/popular song. • Understand and use the different musical information given on a lead sheet in creating a Musical Arrangement of a Popular Song.
	Summative Assessment		Deep mark 1 – WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints Deep mark 2 – WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints AP1 W/C 22/11/21 – Colour theory assessment sheet.	Students will complete a summative assessment consisting of a performance of their chosen film theme on the keyboard.	Deep mark 5 – WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints Deep mark 6 – WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints AP3 W/C 20/06/22 – Final consolidation project outcome which pupils have been working towards in previous lessons.
Personal Empowerment	Virtue	*The opportunity to reflect, think deeply and critically about an issue.*	1. Friendliness and Civility (September) 2. Justice and Truthfulness (October) 3. Courage (November) 4. Generosity (December)	5. Gratitude (January) 6. Good Speech (February) 7. Good Temper (March)	8. Self-Mastery (April and May) 9. Compassion (June) 10. Good Sense (July)
	Link to Virtue		Friendliness and Civility – Look at various song lyrics which suggest acting with friendliness and civility. Justice and Truthfulness – Understanding how to communicate musically with artistic integrity to different types of genres. Problem Solving – understanding how musicians respond creatively to various stimuli in their compositions Generosity – giving constructive and positive feedback to others when appraising their performance.	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.	Self-Mastery – Understanding how to use correct finger techniques when playing the keyboard. Self-Mastery - Understanding how musicians master their skills to compose great pieces of music. Compassion – Considering others when performing. How do you articulate your music to demonstrate and communicate feeling? Good Sense – Working with others sensible in ensembles such as band, choir, or orchestra.
Preparation for Work	Skill	*Transferable skills*	1. Listening (September) 2. Leadership (October) 3. Problem Solving (November) 4. Creativity (December)	5. Staying Positive (January) 6. Speaking (February) 7. Staying Positive (March)	8. Aiming High (April and May) 9. Speaking (June) 10. Teamwork (July)
	Link to Skill		Listening - To listen to each other through peer assessments and class discussions. Leadership - Lead on performance of their work, then leading on their own compositions. Courage - Having the courage to push yourself out of your comfort zone and try new skills Creativity - Showing the creative skills learned in your work to produce a final outcome.	Good Speech – Delivering a performance and giving constructive feedback to others Speaking – Oracy in presentation of ideas. Good Temper/Humour – Remaining calm when faced with challenges in practical tasks. Staying Positive – Using feedback in a positive way relating to improve practical work	Aiming High – Aiming for a platinum outcome with musical performances. Aiming High –Aiming for a platinum outcome with compositions. Speaking – Explaining and supporting their analysis of music. Teamwork – Performing together as an ensemble.
Preparation for Citizenship	SMSC & British Values	*Developing opinions on current issues*	Enable students to acquire a broad general knowledge of and respect for musical heritage in England Enables students to begin to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.	Developing an understanding and appreciation of how various musical structures have evolved as part of our culture.	Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures. Enable students to develop their self-knowledge, self-esteem and self-confidence;
	Link to SMSC & British Values		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	Developing an understanding and appreciation of how various musical instruments have evolved and contributed to our musical heritage.