

Curriculum Content Map		Subject: Music Year 7		
Month		Term 1	Term 2	Term 3
	Units of Work	Caribbean music Introduction to keyboard notation	Film Music Building on keyboard skills through a different style	Video Game and TV music (music tech composition) Using technology to compose music – Garageband on the iPads or iMacs.
Cultural Transmission	National Curriculum area – KS3	<ul style="list-style-type: none"> <li>To understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
	Substantive Knowledge	<i>The What!</i> The first year of music lessons focusses on developing the substantive knowledge required for students to develop as musicians. Students will be taught basic treble clef notation skills in order for them to form a firm foundation in order for them to access all forms of music. They will explore form and structure in music looking at basic models used in composition. Students will be taught music history and the development of orchestral instruments to form the bedrock of a more comprehensive appreciation of music. They will also be introduced to music technology as a resource used to realise their musical intentions when composing.		
	Disciplinary Knowledge	<i>The How!</i> The interrelated dimensions of music grow through singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Singing: Students will sing regularly from an extended repertoire, with a sense of ensemble and performance. They will gradually develop their confidence from singing in unison to singing in three parts. Listening: Using a broad and varied repertoire from Classical to Popular music, students will learn to discriminate between the various elements of music, as their listening skills are developed. They will consolidate their understanding of the meaning and purpose of music being listened to, as a way of developing technical and expressive listening skills. Composition: Students will learn how to compose through playing chord sequences from a range of familiar songs as compositional models, and explore melodic line and simple structural ideas, e.g. ABA. Performance: Students will develop their performance and technical competence on instruments such as the keyboard, through reading conventional and tab notation. They will learn to read the treble clef and conventional symbols for rhythms and note durations.		
	Sequencing (Flow)	<i>Retrieval &amp; Extension</i> Introduction to keyboard, finding the notes, notation More challenging parts to play on the keyboard.  Builds from potential introduction to notation in KS2. Builds to reading notation and playing the keyboard in term 2 (film music).	More challenging music on the keyboard – disjunct melodies and composition skills introduced. A range of film themes played here – wider scope of pieces and increase in challenge.  Builds from notation and use of keyboard in term 1 (Caribbean music). Builds to use of keyboard for composition in term 3.	New skill – can input performance skills using the MIDI keyboard. Combining technology with keyboard skills  Builds from any composition work in KS2. Builds to composition in year 9 – sci-fi and comedy compositions.
	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	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	<i>The opportunity to reflect, think deeply and critically about an issue.</i> 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	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	<i>Transferable skills</i> 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	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	<i>Developing opinions on current issues</i> 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.