

Curriculum Content Map			Subject: Art Year 7			
Month		Term 1	Term 2	Term 3		
Cultural Transmission	Unit of Work	1A: HOOKS AND RIFFS <ul style="list-style-type: none">Types of Hooks, Melodic Hook, Rhythmic Hook, Verbal Hook, Riff,Ostinato,Bass Line, Melody, ChordsMusic Theory Focus: Treble and Bass Clef SymbolsMusical Repeat Markings and Symbols 1B: Rhythms: Exploring Reggae and Syncopation <ul style="list-style-type: none">Reggae, Mento, Ska, Rock Steady, Rastafarianism, Lyrics,Offbeat, Strong Beats, Weak Beats, Syncopation,Riffs, Simple Harmonies: Primary Triads (Tonic, Dominant and Subdominant Chords),Textural Layers, Chords,Call and Response.Music Theory Focus:Syncopation	2A: Exploring ways to develop musical ideas <ul style="list-style-type: none">Melody, Theme, Variation, Variation Form, Canon/Round, Ground Bass,Pitch, Tempo, Dynamics, Texture, Counter Melody, Timbre and Sonority, Articulation (Legato and Staccato),Inversion, Retrograde, Retrograde Inversion, Pedal (Pedal Note, Pedal Point), Drone, Melodic Decoration, Ostinato,Tonality, Major, Minor.Music Theory Focus: Major and Minor Scales 2B: Exploring Jazz and The Blues <ul style="list-style-type: none">12-Bar Blues, Blues Chord Sequence, Blues Song Structure (AAB) Blues Scale, Blues SongLyrics; Chords and Seventh Chords I, I7, IV, IV7, V & V7;Chord Vamps; Improvisation;Swing/Swung Rhythms; Ostinato, Riffs, Fills and Solos;Types and Styles of Jazz; Modes and Modal Jazz; Ragtime;	3A: Exploring Bass Clef Reading and Notation and Bass Line Musical Patterns. <ul style="list-style-type: none">Bass Line, Bass Clef, Bass Clef Staff Notation, Stave, Staff, Lines/Spaces, Pitch,Musical Instruments that use the Bass Clef,The Bass Guitar,Chords: Root, Third, Fifth, Passing Notes,Bass Line Patterns: Walking Bass, Bass Line Riffs, Alberti Bass, Broken Chords, Arpeggios, Pedal.Music Theory Focus: Bass Clef Staff Notation Exploring Textures and Rhythms <ul style="list-style-type: none">Djembe Performance Technique: Bass, Tone and Slap Sounds,Improvisation,Textures: Cyclic and Polyrhythms,African Musical Instruments: Membranaphones, Idiophones, Chordophones, Aerophones;		
	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 second year of music builds on the knowledge developed in Year 7 as students begin to develop competencies that support further studies in music. Students will learn to perform in a Samba ensemble in, develop their listening and analytical skills, and play a variety of instruments. The development of popular music will be explored through the genre of Jazz. They will have the opportunity to improvise and explore their own creativity. Our 'Theme and Variation' unit will give students further opportunities to understand music history and how the great composers have shaped music to develop a rich cultural heritage.			
	Disciplinary Knowledge	The How?	The integrated approach of developing listening, appraising, composing, and performance will be used as students explore whole class Samba ensemble playing, reading musical notation in the bass clef, and interpreting syncopated and polyrhythms. Students will get opportunities to sing as a group appraising and performing different genres of music including Jazz/Blues, and playing simple chords and chord progressions on the Ukulele. The Ground Bass unit based on (Pachelbel's Canon) and other great composers will be explored. This will lead on to understanding other orchestral forms such as the sonata, concerto and symphony. Students will begin to form a solid understanding of melody and accompaniment.			
Personal Empowerment	Sequencing (Flow)	Retrieval & Extension <ul style="list-style-type: none">Understand how music is based on Repeated Musical Patterns.Understand and distinguish between Hooks, Riffs and Ostinatos.Perform, create and listen to and appraise a range of music from different times and places based on Repeated Musical Patterns.To recognise the stylistic conventions of Reggae musicHow chords contribute to the texture of a songTo recognise the key features of a Reggae bass lineTo understand syncopation and how it is used in Reggae musicTo identify the different layers that make up Reggae musicUnderstand the key themes and style of Reggae lyrics		<ul style="list-style-type: none">To develop a knowledge and understanding of how the Elements of Music can be used and manipulated as a basic form of musical variation to an existing theme or melody.Know, understand, and use other musical devices that can be changed or added to, to provide musical variation to an existing theme or melody.Understand Variation Form as a type of musical Form and Structure.Know how Chords and Triads are performed, notated, and used in Jazz and Blues e.g., within a 12-bar Blues Chord Sequence.Know, recognise, and perform Chords I, I7, IV, IV7, V & V7 in different ways e.g., as a Walking Bass Line.Understand and demonstrate what makes an "effective" Jazz improvisation e.g., using the notes of the Blues Scale.Know and recognise different types and styles of Jazz and instruments, timbres and sonorities within Jazz and Blues music.		<ul style="list-style-type: none">Understand how the Bass Clef is used as a form of musical notation.Identify musical instruments and voices which use the Bass Clef.Know and understand the construction of commonly used Bass Line Patterns, using these when performing and creating music.Understand the importance of a Bass Line in terms of texture and harmony within a song or piece of music.To recognise, perform and create African music with an understanding of musical conventions and processesTo explore different rhythmic processes used in African music – cyclic rhythms, polyrhythms, syncopation and call and response and apply these to own composition and performance activitiesTo learn about different African musical instruments and make connections between these sounds and timbres available within the classroomListen to a range of different African music, identifying characteristic
	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.
	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)	
Preparation for Work	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 sensibly in ensembles such as band, choir, or orchestra.
	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)
Preparation for Citizenship	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 Staying Positive – 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.
	Link to 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;
Developing opinions on current issues		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.

Year