

## Year 7 Curriculum Knowledge Map 2022/23

### Knowledge:

- In these units of work, Year 7 pupils will develop knowledge in listening and performance and some composing. They will be introduced to some genres and styles of music and learn some basic instrumental skills. Listening tasks will support their knowledge of structure, sounds, instruments and notation and rhythm. Using resources such as Musical Contexts, Band Lab, and Google Classroom to support their musical knowledge. –NC - Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.
- Within the units of work pupils will develop skills and confidence in performance and use developing knowledge of notation and musical elements to support the work. –NC play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- Pupils will learn the basics of the stave, time sequence 4/4 and the bars, as well as relevant notation at this stage. Using this knowledge, they will apply it to their own performance and composing work and during listening tasks. NC -use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- Pupils will be introduced to the work of different composers and artists and using their style and genre, performing works by them. Creating their own **project work** will develop a wider understanding of musical genres and cultures as well as their ensemble, listening and performing skills. –NC listen with increasing discrimination to a wide range of music from great composers and musicians -develop a deepening understanding of the music that they perform and to which they listen, and its history.

### The Bigger Picture...

- Build on work done and prior skills learnt in Y6, develop skills in musical performance and elements of music.
- Performance playing skills using the keyboard/voice and ukulele/guitar/ percussion and the history of music with styles and other cultures will also be developed in this year.

<b>Knowledge and Knowledge Extension</b>	<b>Building Bricks:</b> Elements of music – Keyboard skills (Revisit)  Looking into various styles of music and genres of music such as Classical, Rock and Pop, pupils will use keyboard skills, ukulele, percussion and glocks	<b>Voice works:</b> <b>Vocal skills and the Elements of music.</b> <b>(Revisit)</b>  Introducing pupil to key musical elements within notation and rhythm as well.	Keyboard Music: Rhythm and pulse -Keyboard orchestra and Ukulele ensemble.  Pupils will work in groups and create their own mini orchestra as an ensemble.
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	<p>skills and continue to develop notation and Rhythm skills as both solos and ensembles. Pupils will learn about time sequence and rhythm and pitch in more depth. Pupils will compose their own music and learn to use Bandlab.</p> <p>Students will develop their <b>knowledge</b> of:</p> <ul style="list-style-type: none"> <li>• Various musical terms, symbols and genres</li> <li>• A range of musical elements –pitch, dynamics etc.</li> <li>• Being able to recognise basic musical symbols – treble clef, stave etc.</li> <li>• Being able to recognise basic rhythmic musical symbols – crotchets, minims etc.</li> <li>• Being able to recognise various genres of music and know some of the musical features of that genre</li> </ul>	<p>Students will develop their <b>knowledge</b> of:</p> <ul style="list-style-type: none"> <li>• Various musical terms, symbols and genres</li> <li>• A range of musical elements – pitch, dynamics etc.</li> <li>• Being able to recognise basic musical symbols – treble clef, stave etc.</li> <li>• Being able to recognise basic rhythmic musical symbols – crotchets, minims etc.</li> <li>• Being able to recognise various genres of music and know some of the musical features of that genre</li> </ul>	<p>Pupils will first have a refresher on the notes of the keyboard and how to play with which hand and an introduction to the flat and sharp notes on the keyboard</p> <p>Students will develop their <b>knowledge</b> of:</p> <ul style="list-style-type: none"> <li>• Various musical terms, symbols and genres</li> <li>• A range of musical elements –pitch, dynamics etc.</li> <li>• Being able to recognise basic musical symbols – treble clef, stave etc.</li> <li>• Being able to recognise basic rhythmic musical symbols – crotchets, minims etc.</li> <li>• Being able to recognise various genres of music and know some of the musical features of that genre</li> </ul>
<p><b>Building on developing their skills</b></p>	<p>Using a variety of practical exercises pupils will learn about rhythm and pitch and the 4x4 time sequence.</p> <p>Using a selection of pieces, we will look at pitch in detail and the notes of the stave.</p> <p>Pupils will learn about treble clef and take part in listening and practical activities to support their learning.</p> <p>Looking at different styles and genres of music pupils will perform from sheet music, continuing to develop their use of notation skills and keyboard skills from last term. This unit will also support their knowledge of the history of different styles of music.</p> <p>Students will develop their <b>skills in</b>:</p> <p><b>Performing Music:</b></p> <ul style="list-style-type: none"> <li>• Play with reasonable fluency and accuracy</li> <li>• Perform simple parts on the keyboard and tuned percussion</li> </ul>	<p>Pupils will have some basic knowledge of notation and will have performed singing as ensembles.</p> <p>Building upon this, this unit will give pupils the opportunity to build more understanding of notation and rhythm through listening and performance tasks using sheet music, sight reading. Ensemble work in singing and develop teamwork and performance skills.</p> <p>Pupils will develop a deeper knowledge of the elements of music as well as ways to compose songs and arrangements and cover versions of songs</p> <p>Students will develop their <b>skills in</b>:</p> <p><b>Performing Music:</b></p> <ul style="list-style-type: none"> <li>• Sing in tune with reasonable fluency and accuracy</li> <li>• Perform simple parts –two part songs and rounds /warm ups</li> <li>• Keeping time with others</li> </ul>	<p>In pairs pupils will develop their knowledge of how to play the keyboard/ukelele, as well as using the correct hand for chords and melody. They will use a piece of Chinese music given to them to develop their skills over the coming weeks during the SOW and make use of not only the white keys but also the sharp and flat black keys and use chords as well as melody playing</p> <p>Students will develop their <b>skills in</b>:</p> <p><b>Performing Music:</b></p> <ul style="list-style-type: none"> <li>• Play with reasonable fluency and accuracy</li> <li>• Perform simple parts on the keyboard and tuned percussion</li> <li>• Keeping time with others</li> <li>• Perform by ear and simple notations</li> </ul> <p><b>Composing Music:</b></p> <ul style="list-style-type: none"> <li>• Improvise repeated patterns</li> <li>• Improvise simple melodic /rhythmic phrases</li> </ul>

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<p><b>Assessment:</b></p> <p><b>Formative assessment:</b> analysis and evaluation of own practical work and others practical work will take place every lesson in relation to lesson assessment</p>	<p><b>Performance assessment:</b> Musical keyboard skills and performances of music from the different examples covered in the SOW from Musical Contexts including the warm up skills etc.</p> <p><b>Evaluation:</b> Google Classroom – <b>Research project</b> based on the reading focus material and the Knowledge Organisers.</p> <p><b>Listening assessment:</b> based on the listening tests on Google forms and the PowerPoint tests for the lessons- Continuous assessment throughout the topic – pupils and staff to use Radar Assessment grids and Staff Assessment spreadsheet to map</p>	<p>Working on ensemble Vocal pieces for performance in class and take part in tasks on Google Classroom Research assignments. Creating/composing skills in Bandlab to include the <b>Elements</b>.</p> <p><b>Evaluation:</b> Google Classroom – <b>Research project</b> based on the reading focus material and the Knowledge Organisers.</p> <p><b>Listening assessment:</b> based on the listening tests on Google forms and the PowerPoint tests for the lessons- Continuous assessment throughout the topic – pupils and staff to use</p>	<p>Final ensemble performance and three part assessment criteria –Performing , Composing and Listening tasks</p> <p><b>Evaluation:</b> Google Classroom – <b>Research project</b> based on the reading focus material and the Knowledge Organisers.</p> <p><b>Listening assessment:</b> based on the listening tests on Google forms and the PowerPoint tests for the lessons- Continuous assessment throughout the topic – pupils and staff to use Radar Assessment grids and Staff Assessment spreadsheet to map out progress and attainment throughout the topic.</p>

<p>objectives <b>from</b> <b>Radar Assessment</b> <b>grids</b></p> <p><b>Summative</b> <b>assessment:</b> Based on the <b>three-part</b> <b>assessment</b> <b>criteria</b> performing, composing and listening /analysing tasks at the end of topic</p>	<p>out progress and attainment throughout the topic.</p>	<p>Radar Assessment grids and Staff Assessment spreadsheet to map out progress and attainment throughout the topic.</p>	
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**KEY STAGE 3** \* (Assessments once per topic)**Curriculum Map**

Term	Topic	Objectives/Knowledge	Skills/Strands	Assessment
Autumn 1	<b>Building Bricks - Elements of music</b> and Instruments of the orchestra and other popular instruments	<ul style="list-style-type: none"> <li>• <b>Perform</b> examples to show understanding and recognition of elements - use classroom instruments to demonstrate understanding –Lighthouse game with Percussion etc.</li> <li>• <b>Composing</b>-Understand musical notation-</li> <li>• <b>Listen</b> to music and be able to discriminate between the different musical elements and to recognise the instruments through <b>listening</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Performing-whole class ensemble and solo skills</b></li> <li>• <b>Composing</b></li> <li>• <b>Listening</b></li> </ul>	<p><b>Performance assessment</b> – structured pieces from the keyboard folder from Musical Contexts examples- including warm ups 1-3</p> <p><b>Composing</b>- Understand musical <b>notation</b>- scales and note values and rhythm /melodic notation</p> <p><b>Listening test</b> – elements of music – Google forms homework activity – use the <b>MADTSHIRT</b> anagram to support learning</p> <p><b>Listening and Evaluation</b> - Homework research project on Building Bricks –Google Classroom</p>
Autumn 2	<b>Keyboard skills</b> - Scales- ladders and scales	<ul style="list-style-type: none"> <li>• Understand how beats are structured to create rhythm and melodic patterns</li> <li>• <b>Compose</b> short rhythms and melodies using rhythm grids and scales</li> <li>• <b>Perform</b> rhythm and melodic patterns from Musical Contexts repertoire</li> <li>• <b>Compose</b> short rhythms and melodies using rhythm grids.</li> <li>• To understand what a scale is and how they are used</li> <li>• <b>Listen</b> -To <b>listen</b> to music and analyse how scales affect the sound/ melody /expression /mood</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Composing</b></li> <li>• <b>Performing</b></li> <li>• <b>Listening</b></li> </ul>	<p><b>Composition assessment</b> – using scales to improvise and compose musical ideas using the scale for melodies.</p> <p><b>Performance assessment</b> – keyboard skills warm ups 1-3 and keyboard skills pieces</p> <p><b>Composition assessment</b> – using scales to for melodies. improvise and compose musical ideas using the scale</p> <p><b>Listening</b>- scales, chords, melodies from performance repertoire and listening tests to understand notation and composition skills – <b>Listening tasks on Google Quizzes</b></p>
Spring 1	<b>Voice works</b> - singing activities	<ul style="list-style-type: none"> <li>• To learn to sing and <b>perform</b> with accuracy</li> <li>• To <b>listen</b> to different vocal styles and identify them</li> <li>• To <b>compose</b> short songs in groups- rounds and raps</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Performing</b></li> <li>• <b>Composing</b></li> <li>• <b>Listening</b></li> </ul>	<p><b>Performance &amp; Composition</b> assessment – vocal piece</p> <p><b>Listening and evaluating different styles of singing and genres using GOOGLE FORMS</b></p> <p><b>Evaluation</b> – Homework research on Voice types and occasions for singing and venues for singing etc.</p>

## **AHCHS Reporting Criteria in Music: Knowledge and Skills at KS3**

Students will develop their **KNOWLEDGE** of:

- various musical terms, symbols and genres
  - a range of musical elements - pitch, dynamics etc.
- being able to recognise basic musical symbols – treble clef, stave etc.
- being able to recognise basic rhythmic musical symbols – crotchets, minims etc.
- being able to recognise various genres of music and know some of the musical features of that genre

Students will develop their **SKILLS** in:

### **Performing Music:**

- sing in tune with reasonable fluency and accuracy
- perform simple parts on the keyboard, Ukulele, Guitar and tuned percussion
- keep in time with others
- perform by ear and simple notations

### **Composing Music:**

- improvise repeated patterns
- improvise simple melodic/rhythmic phrases
- share a range of ideas in solo and group tasks
- create compositions, which have a sense of structure through examples, and modelling of examples used in classroom
- compose using a variety of notations
- create compositions, which explore different sounds and the musical elements

### **Evaluation –Listening and Understanding Music:**

- recognise a variety of different instrument sounds
- know the musical elements and recognise some in listening tasks
- make improvements to their own work
- identify different genres of music and some of their features in a listening task and a Homework research task
- begin to use appropriate musical vocabulary when creating or evaluating work

### **MADTSHIRT – to support knowledge of Elements**

Melody, Articulation, Dynamics, Tempo, Structure, Harmony, Instrumentation, Rhythm, Texture