

## Year 7 SUBJECT Curriculum Map MUSIC

	Autumn Term	Spring Term	Summer Term
<b>Unit Length</b>	<p><del>Baseline Testing (listening exam): 2 weeks</del></p> <p><i>I've Got Rhythm</i> (Note durations/ rhythm and pulse): 8 weeks</p> <p>Samba (World music, polyrhythms/ensemble awareness, composition): 7 weeks</p>	<p>Keyboard 1 (A minor riff): 5 weeks</p> <p>Keyboard 2 (Riff variations): 6 weeks</p>	<p>Guitar (Another Dime): 10 weeks</p>
<b>Links to the National curriculum/Assessment Objectives</b>	<p>OCR GCSE Music</p> <p>AO1: perform with technical control, expression and interpretation</p> <p>AO2: compose and develop musical ideas with technical control and coherence</p> <p>AO3: demonstrate and apply musical knowledge</p> <p>AO4: use appraising skills to make evaluative and critical judgements about music</p>		
<b>Description of the topic and key learning outcomes (key knowledge and understanding)</b>	<p><b><i>I've Got Rhythm</i> 1 Overview</b> Students begin with practical exploration of rhythm &amp; pulse, testing music theory and keyword knowledge, as well as aural skills and application to listening extracts. An introduction to basic notation/durations using staff notation. Lessons begin with rhythmic warm ups to refine understanding.</p> <p><b>Samba Overview</b> Students will apply rhythmic knowledge to an ensemble setting, exploring genre through world music. This will culminate in a class performance. For HL, pupils can compose syncopated rhythmic fills and also add in melodic accompaniment. → use visualiser to perform in class.</p>	<p><b>Keyboard 1 Overview</b> Students learn basic keyboard skills including finger positions and a C major scale (link to NC). Pupils learn about tonality (major/minor) and learn a riff (repeating pattern) in a minor key with LH and RH parts. Performance task differentiated with three levels of difficulty for assessment. Links to a minimalism style (20th century).</p> <p><b>Keyboard 2 Overview</b> Pupils build on the original riff by learning a variation, again differentiated with three levels of difficulty. Learn difference between block and broken chord patterns. Pupils can extend this by composing their own and improvising around major/minor scales.</p>	<p><b>Guitar Overview</b> Students learn layout of guitar and improvise around the strings using call and response with others. Students learn to read TAB notation and apply to warm up riffs before applying to a rockschool piece, Another Dime. They learn to play in time with a backing track as would be expected at GCSE. Links to a Rock genre (1970s).</p>
<b>Related Concepts (that are revisited)</b>	<p><b>*Dependent on music provision at primary school:</b> Using clapping through rhythmic and melodic warm ups and starters.</p> <p>Whole class instrumental tuition (WCIT) from KS2</p> <p>Play and perform in solo and ensemble contexts</p> <p>Staff notation to be revisited throughout KS3 and KS4</p>	<p>Improvise and compose music (using major/minor scales)</p> <p>Keyboard skills revisited (duet) in year 8</p> <p>Staff notation to be revisited throughout KS3 and KS4</p>	<p>Riff (repeating pattern) in warm up from keyboard</p> <p>Pitch (higher/lower), tonality (major/minor) etc through aural starters</p> <p>Guitar revisited (higher level rockschool) in year 8</p> <p>TAB notation to be revisited throughout KS3 and KS4</p>
<b>Skills being taught</b>	<p>AO3 and AO4/NC link listening strand: baseline test (e.g. aural recognition of pitch, rhythm, melody, instruments, identifying staff notation, keywords, application to listening extracts)</p> <p>AO1/NC link play and perform strand: performance using staff notation</p>	<p>AO1/NC link play and perform strand: performance using staff notation</p> <p>AO2/NC link improvise and compose strand: developing musical ideas by structuring a performance of riff and variations. Composing through own variation.</p>	<p>AO1/NC link play and perform strand: performance using TAB notation</p>
<b>Milestone assessments</b>	<p>AC1: 3 pitches → Class performance Pulse Piece</p> <p>AC2: Class performance Samba ensemble</p>	<p>AC3: performance of simplified/developed/full riff</p> <p>AC4: performance of syncopated/decorated/major variation</p>	<p>AC5: performance of Another Dime with backing track</p>

All KS3 topics to include a formal listening assessment for each AC, in line with KS4 (AO3 and AO4)

<p><b>Wider reading</b></p>	<p>Listening diary: Carnival music: <a href="http://www.youtube.com/watch?v=CUykUihaHYM&amp;feature=related">http://www.youtube.com/watch?v=CUykUihaHYM&amp;feature=related</a> John Williams: Indiana Jones theme <a href="https://www.youtube.com/watch?v=U519RdznMA">https://www.youtube.com/watch?v=U519RdznMA</a> John Williams: Star Wars <a href="https://www.youtube.com/watch?v=dydhnAi0A3E">https://www.youtube.com/watch?v=dydhnAi0A3E</a> Aaron Copeland: Fanfare for the Common Man <a href="https://www.youtube.com/watch?v=HKgk6G0lekQ">https://www.youtube.com/watch?v=HKgk6G0lekQ</a> Plus listening assessment tracks</p>	<p>Listening diary: Piano riffs: <a href="https://www.youtube.com/watch?v=R-HOX40vSGg">https://www.youtube.com/watch?v=R-HOX40vSGg</a> Einaudi Le Onde (broken pattern) <a href="https://www.youtube.com/watch?v=EmStlUk8dKE&amp;index=3&amp;list=PL0C4FF62311B51D8C">https://www.youtube.com/watch?v=EmStlUk8dKE&amp;index=3&amp;list=PL0C4FF62311B51D8C</a> Einaudi: I Giorni <a href="https://www.youtube.com/watch?v=Uffjii1hXzU&amp;list=PL0C4FF62311B51D8C&amp;index=8">https://www.youtube.com/watch?v=Uffjii1hXzU&amp;list=PL0C4FF62311B51D8C&amp;index=8</a> Phillp Glass: Glassworks <a href="https://www.youtube.com/watch?v=IFfcAkNmIgo">https://www.youtube.com/watch?v=IFfcAkNmIgo</a></p>	<p>Listening diary: Highway to Hell <a href="https://www.youtube.com/watch?v=8B0PJkS0iyk">https://www.youtube.com/watch?v=8B0PJkS0iyk</a> Stairway to Heaven <a href="https://www.youtube.com/watch?v=RCOdXYoC_bo">https://www.youtube.com/watch?v=RCOdXYoC_bo</a> Another Dime (upload to pupil drive)</p>
<p><b>Literacy programme</b></p>	<p>Pulse/beat, rhythm, ostinato, polyrhythm, march, waltz, times signature, bar, bar line, conducting.</p>	<p>Scale, tonality, major, minor, riff, fluency, block/broken chord/pattern, syncopated, structure</p>	<p>Guitar parts: head, tuning pegs, neck, fingerboard, fret, body, soundhole, string, TAB, fluency</p>
<p><b>Homework</b></p>	<p>Knowledge Organiser (basic notation) keywords, note values and pitches, basic analysis keywords, composers: John Williams, listening diary) EBI LQs after assessments for .com with green pen 3 x HL per half term (once a fortnight)</p>	<p>Knowledge Organiser (note values and pitches, keywords, keyboard keywords, staff notation, riff and variation notation, composers/artists: Einaudi, Philip Glass, listening diary) EBI LQs after assessments for .com with green pen 3 x HL per half term (once a fortnight)</p>	<p>Knowledge Organiser (note values and pitches, keywords, guitar keywords, TAB notation, Another Dime TAB, composers/artists: ACDC, Led Zeppelin listening diary ) EBI LQs after assessments for .com with green pen 3 x HL per half term (once a fortnight)</p>
<p><b>Oak Academy Mapping</b></p>	<p><b><u><a href="#">Performing pulse and rhythms in a structure</a></u></b> This lesson includes an introduction to rhythm notation, including crotchets, quavers and their equivalent rests. You will explore how to perform and build rhythms before performing and composing your own rhythm grids. <a href="https://classroom.thenational.academy/lessons/performing-pulse-and-rhythms-in-a-structure-6rup6r">https://classroom.thenational.academy/lessons/performing-pulse-and-rhythms-in-a-structure-6rup6r</a>  <b><u><a href="#">Exploring basic beatboxing sonorities:</a></u></b> <b><u><a href="#">Performing a structured piece</a></u></b> This lesson includes a basic introduction to beatboxing, exploring the bass, hi-hat and snare sounds in different patterns. The lesson also explores how compositions and</p>	<p><b><u><a href="#">What is the role of chords?</a></u></b> In this lesson you will learn all about chords and their role in a piece of music. You will learn how to construct a triad, the difference between major and minor chords, and how to play Am and Em chords on a variety of instruments. Finally, you will be able to show off what you have learned by playing along to a backing track. <a href="https://classroom.thenational.academy/lessons/what-is-the-role-of-chords-c9hk6c">https://classroom.thenational.academy/lessons/what-is-the-role-of-chords-c9hk6c</a>  <b><u><a href="#">Which are the most useful chords?</a></u></b> In this lesson you will learn about primary chords and how these can be used to harmonise melodies. You will explore how to play chords in syncopated rhythms, and</p>	<p><b><u><a href="#">How can we play in a virtual band?</a></u></b> In this lesson, you will consolidate your learning so far by creating two contrasting chord progressions. You will learn how to input these into a DAW (Digital Audio Workstation) and compose other parts to play in your virtual band. <a href="https://classroom.thenational.academy/lessons/how-can-we-play-in-a-virtual-band-69jp8e">https://classroom.thenational.academy/lessons/how-can-we-play-in-a-virtual-band-69jp8e</a>  <b><u><a href="#">How are pop songs constructed?</a></u></b> In this lesson, you will learn all about the different sections in a song structure. You will learn how to play a complete pop song, and then structure your own pop song in a digital audio workstation. <a href="https://classroom.thenational.academy/lesso">https://classroom.thenational.academy/lesso</a></p>

performances can be structured.  
<https://classroom.thenational.academy/lessons/exploring-basic-beatboxing-sonorities-performing-a-structured-piece-c5j3gd>

#### **To explore the ability of the voice**

This lesson explores the vocal range from soprano to bass. You will learn how to sing part of an a cappella song and perform it with a body percussion accompaniment.  
<https://classroom.thenational.academy/lessons/to-explore-the-ability-of-the-voice-c9jp2r>

#### **To understand how to communicate the meaning of a song effectively**

In this lesson, you will explore how to communicate a song using a variety of expression, including dynamics and articulation. You will also compose your own verse and perform your version of an a cappella song with body percussion accompaniment.  
<https://classroom.thenational.academy/lessons/to-understand-how-to-communicate-the-meaning-of-a-song-effectively-70uk8e>

#### **To explore more advanced body percussion techniques**

In this lesson, you will explore how to create lots of different body percussion sounds, and compose and perform your own body percussion section.  
<https://classroom.thenational.academy/lessons/to-explore-more-advanced-body-percussion-techniques-cgrp4c>

learn how to harmonise your own melody.  
<https://classroom.thenational.academy/lessons/which-are-the-most-useful-chords-6cupcr>

#### **How can secondary chords be introduced in an accompaniment?**

In this lesson you will learn about the secondary chords and how these can be used to add interest to chord progressions. You will learn how to create your own chord progression and explore how to make it more rhythmically exciting.  
<https://classroom.thenational.academy/lessons/how-can-secondary-chords-be-introduced-in-an-accompaniment-cgrk6r>

#### **To be able to identify musical contrast in a song, and understand how a musical group communicates and balances the sound**

In this lesson, you will learn all about how members of a band play in time together, and how they can pull off a great performance. You will learn about balance, why it is important, and how musicians address balance in performances and recordings. You will explore how to fix balance issues yourself using a DAW.  
<https://classroom.thenational.academy/lessons/to-be-able-to-identify-musical-contrast-in-a-song-and-understand-how-a-musical-group-communicates-and-balances-the-sound-6wup8r>

[ns/how-are-pop-songs-constructed-64ukct](https://classroom.thenational.academy/lessons/how-are-pop-songs-constructed-64ukct)

#### **Performing popular music drum patterns**

In this lesson, you will explore the different parts of the drum kit, and five of the most important drum patterns in popular music. You will learn how to identify these patterns by ear and play them on a home-made drum kit.  
<https://classroom.thenational.academy/lessons/performing-popular-music-drum-patterns-6hjk8t>

#### **To explore how popular music drum patterns communicate a style, and understand how and why the band set-up has changed**

In this lesson, you will learn how and why the band set-up has changed since the 1950s. You will explore how to create your own band set-up on a DAW and learn how to create an appropriate drum beat for your 'band'.  
<https://classroom.thenational.academy/lessons/to-explore-how-popular-music-drum-patterns-communicate-a-style-and-understand-how-and-why-the-band-set-up-has-changed-c9k3jt>

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**[To explore how the composer Anna Meredith uses body percussion](https://classroom.thenational.academy/lessons/to-explore-how-the-composer-anna-meredith-uses-body-percussion-cdjk8e)**

This lesson explores how the composer Anna Meredith uses the body as an instrument. You will create your own body percussion composition and explore a variety of ways to perform it.

<https://classroom.thenational.academy/lessons/to-explore-how-the-composer-anna-meredith-uses-body-percussion-cdjk8e>

**[To review how rhythms are notated, and how the body can be used as a musical instrument](https://classroom.thenational.academy/lessons/to-review-how-rhythms-are-notated-and-how-the-body-can-be-used-as-a-musical-instrument-65h66c)**

In this lesson, you will recap basic rhythm notation and a 4/4 time signature. You will compose a body percussion piece which includes an intro, body groove, vocal groove and outro.

<https://classroom.thenational.academy/lessons/to-review-how-rhythms-are-notated-and-how-the-body-can-be-used-as-a-musical-instrument-65h66c>

**[Creating a structured rhythm-focused composition: Exploring repetition and contrast](https://classroom.thenational.academy/lessons/creating-a-structured-rhythm-focused-composition-exploring-repetition-and-contrast-6cu62t)**

This lesson explores how to create a structured composition, develop rhythms using repetition, ostinato and contrast. It also teaches key notation: semiquavers, minims and semibreves.

<https://classroom.thenational.academy/lessons/creating-a-structured-rhythm-focused-composition-exploring-repetition-and-contrast-6cu62t>

**[Understanding chord inversions: Composing a successful 4-chord chord progression](https://classroom.thenational.academy/lessons/understanding-chord-inversions-composing-a-successful-4-chord-chord-progression-crvkgt)**

In this lesson, you will learn all about inversions - how and why do we play the pitches of a chord in a different order. You will explore voice leading and the importance of moving smoothly between chords, and this will culminate in you crafting a chord sequence with inversions and excellent voice leading.

<https://classroom.thenational.academy/lessons/understanding-chord-inversions-composing-a-successful-4-chord-chord-progression-crvkgt>

**[To understand how to add interest and contrast to a chord sequence](https://classroom.thenational.academy/lessons/to-understand-how-to-add-interest-and-contrast-to-a-chord-sequence-6hgp4e)**

In this lesson, you will learn how to add interest to a chord sequence through the use of extended chords, varying rhythms and accompaniment patterns. You will put this into practice on a DAW (digital audio workstation).

<https://classroom.thenational.academy/lessons/to-understand-how-to-add-interest-and-contrast-to-a-chord-sequence-6hgp4e>

performance. You will learn about balance, why it is important, and how musicians address balance in performances and recordings. You will explore how to fix balance issues yourself using a DAW.  
<https://classroom.thenational.academy/lessons/to-be-able-to-identify-musical-contrast-in-a-song-and-understand-how-a-musical-group-communicates-and-balances-the-sound-6wup8r>

**[To understand how to develop rhythmic ideas](#)**

This lesson explores how you can develop musical ideas and structure them into a rhythmic composition. It also teaches dotted rhythms.

<https://classroom.thenational.academy/lessons/to-understand-how-to-develop-rhythmic-ideas-6cwk4r>

**[Layering rhythmic ideas: Exploring metre](#)**

This lesson explores ostinatos, layering of musical ideas, polyrhythms and more complex time signatures.

<https://classroom.thenational.academy/lessons/layering-rhythmic-ideas-exploring-metre-6ct36r>