KS3 curriculum map – Music Year 7

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|  | Topic | Key concept – what do I want the students to learn from this unit? | What knowledge will they acquire? | Rationale – why am I teaching this now? | Assessment – how will I test that students are acquiring knowledge – low stakes testing. | Skills development – what skills do I want to develop in this unit of work? (exam skills, employability skills etc.) | Key vocab |
| YEAR 7 OVERVIEW |
| Y7 - Term 1 | Fundamental Skills | Basic Musical Elements & intro to standard rhythmic notation | They will know the terms, definitions and be able to use the following; Duration, Rhythm, Beat, Tempo, Texture, Structure, Dynamics. | Students need this knowledge and understanding of basic devising skills in order to access the Music curriculum going forwards | Verbal learning check points, solo taxonomy, questioning, practical task outcomes, regular recaps of prior learning, verbal self and peer assessment, ability to action and respond to feedback. Performance of 4-beat rhythms. | Recognise & perform note values either visually or audio.Verbalise basic listening analysisTeam workConfidenceNegotiation Co-operationCompromise Listening | Duration (Long, short. Semibreve/Whole Note, minim/half note, crotchet/quarter note, quaver/eighth note)Rhythm (Combination of duration patterns. Bars, phrases)Tempo (Fast, Slow)Texture (layers/different parts)Dynamics (Loud, Soft) |
|  | **FORMAL ASSESSMENT** |
| Y7 - Term 2 | Fundamental skills continued, keyboard skills & pitch notation | Basic Musical Elements, revision standard rhythmic notation & intro to pitch notation focussing on treble clef but mentioning bass clef where appropriate to individual students | They will know the terms, definitions and be able to use the following; Duration, Rhythm, Beat, Tempo, Texture, Structure, Dynamics & Pitch. They will know how to locate ‘C’ on the keyboard and how to work out the position of the other notes in relation. | Scaffolding on what has been learned already & giving all a basic skill on a pitch instrument that doesn’t have the challenge of intonation &/or H&S issues like wind instruments have for example. | Verbal learning check points, solo taxonomy, questioning, practical task outcomes, regular recaps of prior learning, verbal self and peer assessment, ability to action and respond to feedback. Performance of a piece at keyboard. | Recognise & perform note values & pitches either visually or audio.Verbalise basic listening analysisTeam workConfidenceNegotiation Co-operationCompromise Listening | Duration (Long, short. Semibreve/Whole Note, minim/half note, crotchet/quarter note, quaver/eighth note)Rhythm (Combination of duration patterns. Bars, phrases)Tempo (Fast, Slow)Texture (layers/different parts)Dynamics (Loud, Soft)Pitch (High/Low) |
| Y7 – Term 3 | Introduction to composing using skills learned so far. | How the elements they have learned so far can be applied in a creative outcome. | They will consolidate the previous terms work. They will be introduced to pentatonic scale & ostinato. They will learn how to structure simple melodies. | Scaffolding & embedding essential skills. Pentatonic melodies never sound wrong so builds composition/creative confidence. Ostinatos are a very simple accompaniment idea building basic knowledge of texture. | Verbal learning check points, solo taxonomy, questioning, practical task outcomes, regular recaps of prior learning, verbal self and peer assessment, ability to action and respond to feedback. Creation & performance of a piece at keyboard. | Recognise & perform note values & pitches either visually or audio.Verbalise basic listening analysisCreative thinkingTeam workConfidenceNegotiation Co-operationCompromise Listening | Duration (Long, short. Semibreve/Whole Note, minim/half note, crotchet/quarter note, quaver/eighth note)Rhythm (Combination of duration patterns. Bars, phrases)Tempo (Fast, Slow)Texture (layers/different parts)Dynamics (Loud, Soft)Pitch (High/Low)Pentatonic ScaleOstinato |
|  | **FORMAL ASSESSMENT** |