

KS3 MUSIC – YEAR 7 CURRICULUM MAP

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|---|---|--|--|---|
| Topic | Building Blocks Voice Works | Keyboard skills Voice Works | Rhythm & Metre | Structure and Form | Sonority | Folk Music |
| Key knowledge and skills – What core knowledge and key skills will be acquired and developed by students? | Understand the Elements of Music: Draw on the Elements of Music when composing, creating and improvising | Understand how the keyboard is used and played. Build skills and understanding of reading music and playing an instrument with accuracy of pitch and rhythm. | Develop an awareness of a regular pulse in music from different times and places. Develop and understanding of note values in terms of duration, bars and simple time signatures. | Understand what Form and Structure is in music. Understand what Question and Answer, Binary, Ternary and Rondo Forms are in music. | Learn about the layout and structure of the symphony orchestra. Develop an understanding of musical instruments in an orchestra. | Use different Musical Accompaniments to accompany traditional Folk Songs. Understand the different textural layers and structures of Folk Songs. Know the different instruments used in Folk Music. |
| | Foundation / Developing Identify further Elements of Music. Create and perform effective musical demonstrations illustrating one of the Elements of Music. Use correct Italian musical terms and musical symbols when describing and tempo. Create and perform from a graphic score. | Foundation / Developing Understand the development of the keyboard and its history. Play unaccompanied melodies from treble clef staff notation. Add a basic accompaniment on the left hand. Know the enharmonic names for the black keys on a keyboard. | Foundation / Developing Distinguish between pulse/beat and rhythm when listening, performing and composing music. Use rhythm grid notation to record ideas when composing and performing. | Foundation / Developing Understand Binary, Ternary and Rondo forms demonstrating this through performance, composition and improvisation. | Foundation / Developing Correctly identify instruments of the orchestra. Describe the role of the conductor. Perform pieces of orchestral music, either on instruments or keyboards. | Foundation / Developing Understand the Oral/Aural Tradition in Folk Music. Know and recognise different musical instruments used in Folk Music. Navigate a Lead Sheet. Create arrangements of Folk Songs from musical lead Sheets |
| | Good/Exceptional Use a detailed and more advanced musical vocabulary when describing Sonority, & Articulation. Use correct Italian musical terms and musical symbols when describing dynamics | Good/Exceptional Investigate and explore more advanced functions on a keyboard. Perform on the keyboard from treble clef staff notation with confidence using both hands. Perform more advanced additional pieces fluently with accuracy of rhythm and pitch. | Good/Exceptional Identify complex rhythm patterns including irregular time signatures. Use single line rhythm notation. Perform on your own instruments or counting the group in establishing a level of pulse/beat appropriate to the performance. | Good/Exceptional Discuss the need for form and structure within music. Create and improvise stylistic and developed contrasting sections in Binary, Ternary and Rondo forms. Perform and create complex pieces within given musical structures. Perform from and record ideas using staff notation | Good/Exceptional Be able to identify all instruments of the orchestra including Cor Anglais, Viola, Oboe, French Horn etc. visually. Use more advanced musical vocabulary to describe pizzicato, arco, con sordino, glissando. Perform solo parts from a range of pieces | Good/Exceptional Understand the importance of the characteristics of different types of Folk Music. Provide stylistic and effective accompaniments to Folk Songs. Understand the limitations of Lead Sheets over more details forms of notation |
| Links to GCSE | C1,2,3 | C1 | C1,2,3 | C3 | C2,3 | C3. |
| Responsive Teaching – how do we assess and feed back to students in this subject (formative and summative) | Formative: Mini performances at the end of most lessons – Self, peer and teacher verbal feedback Regular verbal feedback and next steps throughout practical tasks. Video or written evaluations marked with S & I Whole class feedback sheets after key lessons Mini quizzes e.g. Musical vocab Termly self and teacher reflection sheets (S, I & Attitude to learning) Topic feedback sheets | | | | | |
| Termly assessment content – what content will be covered in your termly assessments (the two-week assessment window)? | summative: Keyboard skills showing an understanding and expressive use of the elements of music | | Summative: Compose a rhythmic piece of music in a set formal structure | | Summative: Listening and appraising exam identifying key elements if music, sonority and formal structures. | |