



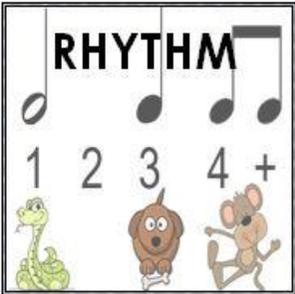
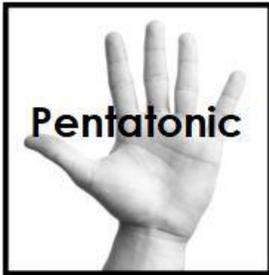
Subject: MUSIC

Year: 7

GREEN = CROSS CURRICULAR LINKS TO EXPLORE

The study of music provides students an opportunity to engage the mind, body and spirit in creative pursuits. Students will explore and learn individually & collaboratively to ensure that they develop; the confidence, the creativity and the thoughtfulness to be a skilful and informed musician. The curriculum aims to provide appropriate experience and qualifications to support further study and/or career opportunities within the music industry.

Music in Year 7 intends to enable students to explore the fundamental elements that underpin performing, composing and listening to music. Through learning these elements, students will explore style, texture and concepts from multiple genres leading to the exploration of traditional Western Classical Music, World Music and festivals, contemporary music of popular culture, film music and the art of basic thematic/programmatic writing.

	<p>Autumn 1 <i>Rhythm, the heartbeat of all organised sound</i></p> 	<p>Autumn 2 <i>Pitch/steps to creating Melody</i></p> 	<p>Spring 3 <i>Composing Music for Different Atmospheres</i></p> 	<p>Spring 4 <i>Pentatonic. World Music, the sound of Indonesian Gamelan and the importance of the number 5</i></p> 	<p>Summer 5 <i>Instrument Specific Techniques</i></p> 	<p>Summer 6 <i>Festivals from around the world and the rhythms of Samba</i></p> 
<p>CONTENT</p> <p><i>Declarative Knowledge – 'Know What'</i></p>	<ul style="list-style-type: none"> Rhythms Note Values Introduction to Clefs Traditional notation Graphic and numeric notation 	<ul style="list-style-type: none"> The Stave (recap) CDE Melodies (shape and form) Ode to Joy /Beethoven (keyboard skills) 	<ul style="list-style-type: none"> The Elements (including Dynamics/texture and timbre) Programme music (for different atmospheres) Ostinato Drone Homophony 	<ul style="list-style-type: none"> Traditional 4 part writing (treble clef) Gamelan inspired pentatonic performance and composition 	<ul style="list-style-type: none"> LH Strengthening RH Triads Pop Song rehearsal and group performance (Stand by me/Forget You/Shape of You Intro to Guitar and TAB 	<ul style="list-style-type: none"> Leading an Ensemble SAMBA (carnival drumming of Brazil) STOMP (trash modelling performance)

St Mary's CE High School Curriculum Map 2022-23



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<p>Skills</p> <p><i>Procedural Knowledge – 'Know How to'</i></p>	<p>Composing</p> <ul style="list-style-type: none"> Write rhythms down using traditional notation Identify pitches on the staff Recognise note values Consider what makes a good ensemble through practical applications <p>Listening and Appraising</p> <ul style="list-style-type: none"> Listen to and 'transcribe' rhythm Discuss various music across different genres as part of 'do now' weekly activities – using key terminology and tier 2 language where appropriate <p>Performance</p> <ul style="list-style-type: none"> 'Clapping piece/rhythm grid' ensemble project Ode to joy Keyboard skills assessment <p>(MATHs link – graphs and sequence)</p>		<p>Composing</p> <ul style="list-style-type: none"> Introduce texture and dynamics/compositional techniques to support atmospheric composition Composition skills specific to programme music – ostinato and drone Film and programmatic music techniques <p>Listening and Appraising</p> <ul style="list-style-type: none"> Listen to Beethoven's 5th (and other examples) Write a report on listening using tiered language and research <p>(ENG/SCIENCE links – report/method/formal writing links)</p>		<p>Composing</p> <ul style="list-style-type: none"> Rhythm techniques/ polyrhythms and textural development Create Ostinato /cross rhythms /unison Multiple layering and score writing <p>Listening and Appraising</p> <ul style="list-style-type: none"> Listening to music from different cultures and festivals around the world Appraise using tiered language and 'musical' responses <p>(ENG/SCIENCE/Hums links – report/method/formal writing links)</p>
<p>Key Questions</p>	<p>What are the different ways of writing music down? <i>How does writing music down either traditionally or graphically, help composers and performers to communicate ideas?</i> (ENG/MFL/ART/DESIGN) What makes a good ensemble performance?</p>		<p>How do composers create atmosphere? How does Film music/underscore support the action on film/camera? <i>What is the importance and relevance of no music/silence?</i> (Science) Can you Describe the difference between underscore and sound effects? Why is the number 5 so important in music? Where else is the number 5 so important? Why?</p>		<p><i>How did Carnival come about?</i> <i>How is faith/superstition/culture and music from around the world connected?</i> (SMSC and RS)</p>
<p>Assessment</p>	<p>MAT Testing September (recognising pitch rhythm, texture and timbre)</p>	<p>'Rhythm' Assessment October (practical ensemble rhythm performance pieces)</p>	<p>Ode to Joy Practical Keyboard Skill Assessment January Beethoven's 5th Written review 'Atmospheres' Assessment February</p>	<p>Pentatonic Written score project March Pentatonic Ensemble performance March</p>	<p>Stand By Me Practical Assessment May</p> <p>Year 7 Assessment 'Mars' May 'Carnival' Assessment July</p>

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<p>Extended Learning /Extension Activities</p>	<p>(ALL EXTENDED LEARNING, BLENDED LEARNING TASKS, HOMEWORK and CHALLENGE ACTIVITIES - SET VIA GOOGLE CLASSROOM and support provided on Performing Arts Website)</p> <ul style="list-style-type: none"> • Composer research • The Stave (treble and bass clef recognition) • Rhythm Maths (numeracy through rhythm notation) • Regular Literacy/Spelling and definition tests English and Italian key phrases for musical notation and articulation • Beethoven Listening (H/W literacy task – writing a review) • Revision activities (support Mars Listening examination May) • Pentatonic – 5-part score writing techniques (traditional treble clef stave notation) • Carnival research and presentation
<p>To Support Listening and Appraisal</p>	<p>Every lesson begins with a related 'DO NOW' task. These can be writing and/or listening exercises partly designed around pieces of music by the Great Composers and pieces of historical significance. Wherever possible, questions relate to the St Mary's weekly themes and can be connected to Collective Worship across the school. To create further cross-curricular connections, there can be visual art works also relating to themes attached to the listening examples. Supplementary support/information and practical demonstrations are also provided and are posted regularly on the PA web pages and Google Classrooms as well as further challenge and 'reading around'/Super-Curricular activities.</p>