









St Mary's CE High School Curriculum Map 23-24

Year 7 Music

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.

	Autumn 1 <i>Rhythm, the heartbeat of all organised sound</i> 	Autumn 2 <i>Pitch/steps to creating Melody</i> 	Spring 3 <i>Composing Music for Different Atmospheres</i> 	Spring 4 <i>Pentatonic. World Music, the sound of Indonesian Gamelan and the importance of the number 5</i> 	Summer 5 <i>Instrument Specific Techniques</i> 	Summer 6 <i>Festivals from around the world and the rhythms of Samba</i> 
CONTENT <i>Declarative Knowledge – 'Know What'</i>	<ul style="list-style-type: none"> Rhythms Note Values Introduction to Clefs Traditional 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) 	<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 	<ul style="list-style-type: none"> Leading an Ensemble SAMBA (carnival drumming of Brazil)

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	<ul style="list-style-type: none">Graphic and numeric notation		<ul style="list-style-type: none">OstinatoDroneHomophony		(Stand by me/Forget You/Shape of You <ul style="list-style-type: none">Intro to Guitar and TAB	<ul style="list-style-type: none">STOMP (trash modelling performance)
Skills <i>Procedural Knowledge – ‘Know How to’</i>	Composing <ul style="list-style-type: none">Write rhythms down using traditional notationIdentify pitches on the staveRecognise note valuesConsider what makes a good ensemble through practical applications Listening and Appraising <ul style="list-style-type: none">Listen to and ‘transcribe’ rhythmDiscuss various music across different genres as part of ‘do now’ weekly activities – using key terminology and tier 2 language where appropriate Performance <ul style="list-style-type: none">‘Clapping piece/rhythm grid’ ensemble projectOde to joy Keyboard skills assessment (MATHs link – graphs and sequence)	Composing <ul style="list-style-type: none">Introduce texture and dynamics/compositional techniques to support atmospheric compositionComposition skills specific to programme music – ostinato and droneFilm and programmatic music techniques Listening and Appraising <ul style="list-style-type: none">Listen to Beethoven’s 5th (and other examples)Write a report on listening using tiered language and research (ENG/SCIENCE links – report/method/formal writing links)	Composing <ul style="list-style-type: none">Rhythm techniques/ polyrhythms and textural developmentCreate Ostinato /cross rhythms /unisonMultiple layering and score writing Listening and Appraising <ul style="list-style-type: none">Listening to music from different cultures and festivals around the worldAppraise using tiered language and ‘musical’ responses (ENG/SCIENCE/Hums links – report/method/formal writing links)			
Key Questions	What are the different ways of writing music down? How does writing music down either traditionally or graphically, help composers and performers to communicate ideas?(ENG/MFL/ART/DESIGN) What makes a good ensemble performance? What is a syncopated rhythm in music, and how does it differ from a regular rhythm? What is a graphic score in music, and how does it differ from a traditional musical notation? (ICT)	How do composers create atmosphere? How does Film music/underscore support the action on film/camera? What is the importance and relevance of no music/silence?(SCIENCE)	How did Carnival come about? How is faith/superstition/culture and music from around the world connected? (SMSC and RS)			

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	<p>What are some essential skills needed to perform together in a music ensemble, and how do they contribute to the overall success of the performance?</p> <p>Can you describe a scenario where one member of the ensemble is struggling to keep pace with the others, and suggest ways to address the issue and help the group perform more cohesively?</p> <p>(PE/PSHCE/DRAMA)</p>		<p>Can you Describe the difference between underscore and sound effects?</p> <p>Why is the number 5 so important in music?</p> <p>Where else is the number 5 so important? Why?</p> <p>(MATHS)</p> <p>What are some essential elements to consider when creating effective music for film, and how do they contribute to the overall impact of the film?</p> <p>Can you identify an example of a film score that effectively enhances the mood and atmosphere of the scene, and describe how the composer achieved this effect through their use of melody, harmony, instrumentation, and tempo?</p>		<p>What is the role of music in celebrations, and how does it enhance the overall experience of the celebration? (RS/PSHCE)</p> <p>Can you provide an example of a celebration or cultural event where music plays a significant role, and describe how the music contributes to the festive atmosphere and cultural significance of the event?</p> <p>What are chord progressions in pop music, and how do they contribute to the overall structure and emotional impact of a song?</p> <p>Can you identify an example of an ostinato in a well-known piece of music, and describe how it contributes to the overall structure and impact of the piece?</p>	
Assessment	<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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Extended Learning /Extension Activities	<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
To Support Listening and Appraisal	<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.</p> <p>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>
Techniques to support additional needs	<p>Use visual aids: Visual aids such as pictures, diagrams, and charts can be helpful in reinforcing the concept of rhythm. You can create visual aids that illustrate the different types of notes, rests, and time signatures. This will help the students to understand the concepts better.</p> <p>Use mnemonics: Mnemonics are memory aids that can help students remember the different types of notes and their durations. For example, the phrase "Every Good Boy Deserves Football" can be used to remember the notes on the lines of the treble clef.</p> <p>Use physical movements: Incorporating physical movements into rhythm lessons can be helpful for students who struggle with auditory processing or have difficulty staying focused. You can have the students clap, tap their feet, or use instruments to keep the rhythm.</p> <p>Break down complex rhythms: For students who struggle with complex rhythms, it can be helpful to break them down into smaller, more manageable parts. You can start with simpler rhythms and gradually increase the complexity as the students become more comfortable with the concepts.</p> <p>Use positive reinforcement: Provide positive feedback and reinforcement to encourage students with special needs to continue to participate in music class. This can include verbal praise, nonverbal cues such as a thumbs-up, or a reward system for good behaviour or effort.</p>

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Encourage participation in music activities: Encourage students with special needs to participate in music activities outside of class, such as joining a choir or band, or attending concerts and performances.

Provide individualised instruction: Students with special needs often benefit from individualised instruction. You can work one-on-one with the student to assess their strengths and weaknesses and create a customised learning plan that addresses their specific needs.

Use technology: There are many apps and software programs that can help students learn rhythm. These programs often use visual aids, games, and interactive activities to make learning rhythm more engaging and fun.