



## Music Department Year 7 Curriculum and Assessment Map

	Term 1	Term 2	Term 3
Year 7	Foundations of Music	Music and Mood	Blues and Jazz
<b>Fundamental Knowledge</b>	<p>Reading of western notation in both treble and bass clef.</p> <p>Instrumental technique (keyboard/Ukulele) and regular rehearsal and opportunities to develop.</p> <p>Learning to read a score and follow a musical part.</p> <p>Knowledge of the musical elements and their associated Italian terms focussing on pitch, melody, harmony, instruments and their orchestral families, dynamics, tempo, rhythm and note durations, identifying pulse and tonality.</p> <p>Knowledge of prominent composers and their works e.g. Benjamin Britten's The</p>	<p>Exploring composers and their works e.g. Saint Seans Carnival of the Animals, Gustav Holst's The Planets. Broadening the student's knowledge of prominent composers and exposure to different genres of music.</p> <p>Understanding how music is composed and how the elements music are manipulated for specific effect. Further development of score reading and following a musical part.</p> <p>Ability to group instruments according to their instrumental families demonstrating knowledge of pitch and recognise them aurally by their distinctive sonority.</p> <p>Knowledge of instrumental techniques including tremolo, pizzicato, con arco, con sordini, flutter tongued etc and how they are used for effect.</p>	<p>Students will rehearse and learn a musical part (keys, guitar or drum kit) and perform alongside others in a Blues Band ensemble performance.</p> <p>Students will learn how to improvise using the blues scale.</p> <p>Students will understand musical features of Blues and Jazz music including instrumentation, syncopation, chord structure and improvisation etc.</p> <p>They will also appreciate the historical events that enabled this musical style to become so embedded in our western popular music.</p>

	<p>Young Person's Guide to the Orchestra and Sergei Prokofiev's Peter and the Wolf.</p> <ul style="list-style-type: none"> <li>-Understanding of the term treble clef and how each line and space correlates to a corresponding letter of the musical alphabet.</li> <li>Understanding of middle C and its placement on the treble clef and the keyboard.</li> <li>- Understanding of the term chord and its subsequent terms triad chord, major chord, minor chord and broken chord.</li> <li>- Understanding the term rhythm and how to differentiate it from a pulse.</li> <li>- Understanding of the term melody.</li> <li>- Understanding of the term fluency.</li> <li>- Understanding the term performance.</li> <li>-Understanding of the musical alphabet and how this relates to the keys of the keyboard.</li> <li>-Understanding of the term tempo and its subsequent terms adagio/lento, andante/moderato, allegro and presto.</li> <li>-Understanding of the term dynamics and its subsequent terms forte, piano, crescendo and diminuendo.</li> <li>- Understanding of the term tonality and how to differentiate between major and minor.</li> <li>-Understanding of the term duration and its subsequent terms minim, semibreve, crotchet, quaver and semiquaver.</li> </ul>	<p>How to compose using the musical elements effectively. Knowledge of key signatures (C major and A minor) scales and chords, time signatures and how to create diatonic music within these frameworks.</p> <ul style="list-style-type: none"> <li>- Understanding of the term instrumentation.</li> <li>- Developing knowledge of terminology from term 1 through exploration and application of tempo, pitch, rhythm, tonality etc. in their own pieces of music.</li> <li>Understanding of the terms mood and atmosphere.</li> <li>- Understanding the term texture and its subsequent terms homophonic, polyphonic and unison.</li> <li>- Understanding of the term structure and subsequent terms binary and ternary.</li> <li>- Understanding of the term contrasting.</li> <li>- Understanding of the term controlled.</li> <li>- Understanding of the term ensemble.</li> <li>- Understanding of the term choir.</li> <li>- Understanding of the term solo.</li> <li>- Understanding of the term duet.</li> <li>- Understanding of the term trio.</li> <li>- Understanding the term composer.</li> <li>- Understanding the term composition.</li> </ul>	<p>Further development of recognising musical elements and their application in a different musical genre.</p> <ul style="list-style-type: none"> <li>- Understanding of the term band.</li> <li>- Understanding of the term drum kit and subsequent terms snare drum, hi-hat, bass drum, floor tom, crash symbol.</li> <li>- Understanding of the term Blues music, its historical context and its musical development.</li> <li>- Understanding of the term loop.</li> <li>- Understanding of the term walking bass.</li> <li>- Understanding of the term 12 bar blues.</li> <li>- Understanding of the term syncopation.</li> <li>- Understanding of the term communication.</li> <li>- Ability to recognise C major, F major and G major triad chords and their placement on the keyboard.</li> <li>- Exploring lyric writing to a given melody.</li> <li>- The ability to give written responses to music with confidence and clarity using appropriate musical terminology.</li> <li>- Ability to discuss the Blues and its musical features.</li> </ul>
--	---	--	--

	<ul style="list-style-type: none"> <li>- Understanding of the terms sharps, flats, naturals, key signatures and accidentals.</li> <li>- Understanding of the stave and direction and placement of notes and how this relates to the pitch.</li> <li>- Understanding the term dictation.</li> </ul> <p>Understanding of the terms bars and bar lines.</p> <p>-Understanding of notated music and how to locate the following:</p> <ul style="list-style-type: none"> <li>• Clef</li> <li>• Time signature</li> <li>• Key signature</li> <li>• Bar lines (repeat bar)</li> <li>• Ledger lines</li> <li>• Dynamic markings</li> <li>• Tempo markings/performance directions</li> <li>• Duration of notes</li> <li>• Accidentals</li> </ul> <ul style="list-style-type: none"> <li>- An understanding of how to use appropriate vocabulary effectively to explain and describe the music heard.</li> <li>- Ability to use terminology correctly and in context when describing music.</li> <li>- Ability to interpret questions targeting specific features of music and respond accordingly.</li> </ul>		<ul style="list-style-type: none"> <li>- Ability to distinguish blues music from other styles of music based on its stylistic features.</li> <li>- Ability to give written comparisons between different styles of music using a culmination of vocabulary covered in all three terms.</li> <li>- To be able to read from a score and locate musical markings as directed.</li> </ul>
--	--	--	---

<b>Learning Checkpoint Tasks</b>	Performance progress check (RAG) Reading notation/keys of the keyboard/ Ukulele chords written task	Composition progress check (RAG) <i>Venus the Bringer of Peace</i> – Listening Assessment task	Ensemble performance progress check (RAG) <i>The Thrill is Gone</i> – Listening task, recognising stylistic elements
<b>Common Assessment Task</b>	<b>CA1:</b> Performance Assessment Music Theory Assessment – Trust	<b>CA2:</b> Composition Assessment Music Theory Assessment – Trust	Blues Band Performance Listening and Appraising Paper
<b>Mock Exam (if applicable)</b>	N/A	N/A	N/A
<b>Interleaved Knowledge</b>	Knowledge of the elements of music and aural recognition of how they are being manipulated.  Performance development, including technique, fluency, co-ordination.	Knowledge of the elements of music and aural recognition of how they are being manipulated for effect.  Performance development, including technique, fluency, co-ordination to realise composition.	Knowledge of the elements of music and aural recognition of how they are being manipulated.  Performance development, including technique, fluency, co-ordination, balance and awareness of how parts communicate within an ensemble.