

YEAR 7 CURRICULUM MAP: MUSIC						EOY Assessment Point	
						HT6: Hooks and Riffs – Musical Contexts	HT1 – HT6 KSU Students to have met all strands of the national curriculum in music and to have made good and sustainable progress in listening, composing and performing skills
						HT5: SAMBA – Music from Latin America (OPUS 1 and Musical Contexts)	
						HT4: Instruments of the Orchestra – Musical Contexts	
						HT3: Voice Works including Production – Musical Contexts	
						HT2: I've got Rhythm - Musical Contexts	
						HT1: Building Bricks- Musical Contexts	
<p><i>Overarching unit intent (KSU):</i></p> <p>Perform the first part of a simple piece demonstrating a reasonable degree of accuracy</p> <p>Create a piece of descriptive music</p> <p>Listen and feedback to other class performances. Compare to own.</p> <p>Identify some of the more 'basic' Elements of Music – e.g. pitch, tempo, dynamics, silence and duration</p> <p>Use a basic musical vocabulary to describe dynamics and tempo</p> <p>Follow and perform a graphic score as part of a group</p>	<p><i>Overarching unit intent (KSU):</i></p> <p>Perform simple rhythms individually and as part of a group</p> <p>Compose, rehearse and refine basic rhythm patterns</p> <p>Identify basic levels of pulse/beat when listening to music from different times and places.</p> <p>Establish whether a pulse/beat is a 2, 3 or 4-beat pulse</p> <p>Identify more complex levels of pulse when listening to music from different times and places</p> <p>Distinguish between pulse/beat and rhythm when listening, performing and composing music.</p> <p>Use rhythm grid notation to record ideas when composing and performing.</p>	<p><i>Assessment Point: Summative or AFL</i></p> <p>HT1 – Composition and performance of a piece of music</p> <p>HT2 – Performing of rhythm piece, and Listening and writing assessment based on understanding & identification of various rhythms</p>	<p><i>Overarching unit intent (KSU):</i></p> <p>Development confidence and skill in performing through performance of various singing techniques, such as harmony, ensembles</p> <p>Through specific performance of musical theatre develop expression in performance.</p> <p>Identify voices aurally.</p> <p>Composition of simple melodies based on Voicework techniques such as rounds and ostinatos</p> <p>Understand how the different voices contribute to an ensemble .</p> <p>Recognize and appreciate the different styles of singing- classical, rock, pop</p> <p>Use graphic notation to highlight pitch range of voices.</p>	<p><i>Overarching unit intent (KSU):</i></p> <p>Performance work on percussion and keyboard</p> <p>Explore the percussion section</p> <p>Explore timbre and YPGO through listening activities</p> <p>Pupils are introduced to the modern symphony orchestra and its layouts and the instruments which belong to each section.</p> <p>Explore the brass section of the orchestra</p> <p>Gain an understanding of what it's like to perform in a large group.</p> <p>Explore the string section</p> <p>Explore the woodwind section of the orchestra</p>	<p><i>Assessment Point: Summative or AFL</i></p> <p>HT3 – Performance based on the techniques used in Voiceworks</p> <p>HT4 – Listening and writing assessment based on identification of instruments of the orchestra</p>	<p><i>Overarching unit intent (KSU):</i></p> <p>Perform as part of a class Samba band on pitched and non pitched instruments.</p> <p>Compose and perform a simple piece of rhythmic Samba using features learned about in unit</p> <p>Perform from and record ideas using rhythm grid notation</p> <p>Learn about the importance of signs and signals as a cue for changing section in Samba</p> <p>Learn about polyrhythms and rhythm loops</p> <p>Learn about the influence of Samba on popular music</p> <p>Learn about Samba music and its cultural background</p> <p>Understand what is meant by improvisation in Samba</p> <p>Perform a Samba piece following traditional notation</p>	<p><i>Overarching unit intent (KSU):</i></p> <p>Perform existing hooks, riffs and ostinatos and create their own with support.</p> <p>Use hooks, riffs and ostinatos that they have composed themselves in their own extended compositions.</p> <p>Recognise what hooks, riffs and ostinatos are and where they occur in songs, popular music and music from the Western Classical Tradition.</p> <p>Recognise their own contributions to group performances taking a solo part.</p> <p>Identify, perform and create hooks, riffs and ostinatos within a musical structure.</p> <p>Evaluate how purpose can affect the way music is used.</p> <p>Draw links between the use of hooks and riffs in popular music and the use of ostinato in other music.</p> <p>Describe in detail, using appropriate musical notation, hooks, riffs and ostinatos from existing pieces of music.</p>
						HT2 core KSU re-visit NC strands in performing, listening and composing – exploring the history of music	HT3 core KSU Re-visit NC strands in listening and performing – developing a deepening understanding of music and exploring the music of great composers