


Performing Arts Department – Year 7 Music

 Shirley High Curriculum Map	Year 7: The Emerging musician/singer: students will learn the key skills to succeed in music. Primary experience can be varied and, in some cases there is no music, so building a secure foundation in music to underpin all future music lessons is essential. This will include basic performance, composition and analytical skills. These themes will be revisited in year 8.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:
	Intro to Keyboard GarageBand & The Musical Elements	Ode to joy	Orchestral Melodies	Minimalism	Fundamental Drum Grooves (GarageBand)	Atmospheric Music
Why Now?	To introduce learners to the key concepts that underpin the course and to provide a solid foundation in piano playing & reading notation	To enable learners to apply the skills & knowledge learnt in their first term and to build performance skills	To enable learners to develop secure melodic performance skills while broadening their understanding of orchestral instruments and ensemble music. This builds on prior knowledge of programme music and instrumental timbre and prepares learners for atmospheric and film music composition later in the year.	To enable learners to develop an understanding of repetition and gradual change in music. This unit builds on prior knowledge of rhythm, pitch and texture and prepares learners for later work on atmosphere, film music and genre based composition.	To develop students' understanding of rhythm, pulse and drum kit roles through practical DAW work. This builds on prior knowledge of pulse, note values and GarageBand from earlier units and prepares learners for more complex composition work later in the year, including electronic music and genre-based composition.	To enable learners to deepen their understanding of how atmosphere is created and sustained in music. This unit builds on Year 7 work on mood and texture and prepares learners for more complex genre-based composition, including film and game music.
Fundamental Concepts	To develop solo performance skills. To develop knowledge of the musical elements	To develop solo performance skills. To develop knowledge of music notation	To develop understanding of: Melody and accompaniment Instrument families of the orchestra Timbre and texture Pitch, duration and dynamics Ensemble awareness and balance	To develop understanding of: Repetition and ostinato Layering and texture Pulse and tempo Gradual change and Development Structure through repetition	To develop understanding of: 4/4 time and steady pulse Drum kit roles (kick, snare, hi-hat) Rhythm and note values (crotchets and quavers) Timbre (acoustic and synthesised sound) Basic DAW functions (recording, looping, quantising)	Mood and atmosphere Texture and layering Harmony and dissonance Dynamics and expressive control Structure and development over time
Students will...	Learn to use Garageband and use the keyboards Key words & meanings Dynamics Duration Pitch Structure Tempo Texture Timbre Suggest an occasion Notes on the keyboard A-G Correct fingering left hand (LH) Bass notes & chords right hand (RH) Garage Band (GB): log on, music project selection Listening exercises: identifying instruments Learn Ode to Joy as written Simple notation: write the treble clef, write the bass clef, understand bar lines Verbal feedback Self-evaluation: motivation, developing skills, practice routine.	Learn to perform ODE TO JOY on the keyboards practice routine performance skills coping with nerves note values expression play melodic notes with the right hand (RH) chords and /or bass notes with the LH use expression to create a memorable piece note values quaver crotchet minim semibreve the stave treble clef bar lines verbal feedback self evaluation	Identify string, woodwind, brass and percussion instruments by sound Understand the role of melody and accompaniment in orchestral music Perform a notated melody accurately on the keyboard Play confidently in different hand positions Perform as part of a small ensemble Use dynamics and articulation to improve musical expression Evaluate their own and others' performances using musical vocabulary	Understand the key features of minimalist music Identify repetition and layering in minimalist pieces Create a minimalist composition using repeated patterns Develop musical ideas through gradual change Perform their composition with control and accuracy Respond to feedback to improve their work	Use GarageBand to create drum grooves Understand the role of kick, snare and hi-hat in a groove Perform and programme a basic rock drum pattern (kick on 1 & 3, snare on 2 & 4) Add hi-hat quavers to create a complete groove Use quantising to correct timing Develop grooves using loops and structure (4–32 bars) Explore timbre through acoustic and electronic drum sounds Create a simple electronic drum groove Add variation through rhythm changes, added sounds and timbre changes Refine and evaluate their work	Analyse how music creates atmosphere and affects the listener Use texture, layering and timbre to shape mood Apply harmony, including major, minor and dissonance, to create tension and release Develop and structure atmospheric compositions with control Refine musical ideas using dynamics, articulation and tempo Perform and evaluate their work using accurate musical terminology
Language for Life (Key terms/Vocabulary)	Dynamics Duration Pitch Structure Tempo Texture Timbre Treble clef Bass clef Bar lines note names, time signature, crotchet and minim notes	The Musical Elements: Duration, Dynamics, Pitch, Structure, Tempo, Texture, Timbre. Also: Instruments, Tonality, Treble clef, Bass clef Bar lines, note names, note values, quaver, crotchet, minim & semibreve notes Accent, expression, self-assessment	Melody, accompaniment, ensemble, orchestra, string family, woodwind family, brass family, percussion, timbre, texture, pitch, duration, dynamics, articulation, expression, performance, self-assessment	Minimalism, repetition, ostinato, loop, layer, texture, pulse, tempo, structure, development, variation, dynamics, performance, evaluation	Kick, snare, hi-hat, drum groove, backbeat, pulse, rhythm, tempo, structure, timbre Quaver, crotchet, note values, 4/4 time Metronome, quantise, loop, DAW Acoustic, synthesised, variation, phrase	Atmosphere, mood, texture, layering, harmony, major, minor, dissonance, consonance, dynamics, crescendo, diminuendo, tension, release, tempo, timbre, articulation, legato, staccato, structure, development, evaluation
Extended writing Opportunities	Listening exercises long answers	Listening exercises long answers	Listening exercises identifying orchestral instruments and describing their role within the music Performance evaluation using WWW / EBI	Listening tasks identifying features of minimalist music	Listening tasks identifying drum kit elements and describing their role within a groove Evaluation of final composition	Listening and analysis tasks explaining how atmosphere is created and maintained Evaluation of compositional choices and their impact on the listener
Maths Across the Curriculum	Time signatures / note values / counting the bars / beats per minute (BPM) / clapping rhythms / rhythm dictation / musical maths	Time signatures / note values / counting the bars / beats per minute (BPM) / clapping rhythms / rhythm dictation / musical maths	Time signatures / note values / counting the bars / beats per minute (BPM) / clapping rhythms / rhythm dictation	Creating and performing short atmospheric soundscapes individually and in pairs	Time signatures and note values (4/4, crotchets, quavers) Counting beats in a bar Understanding tempo (BPM) Rhythmic accuracy using grids in DAWs Looping and structuring patterns over a set number of bars	Time signatures / note values / counting the bars / beats per minute (BPM) / clapping rhythms / rhythm dictation / musical maths
Links to careers/aspirations	Performer, musician	Performer, musician	Film composer, performer, musician, actor, writer, creative writer, director	Film composer, performer, musician, actor, writer, creative writer, director	Music producer Sound engineer DJ Composer Performer	Composer, film composer, game music composer, sound designer, performer, music producer
Cultural Capital	Diversity: In lessons students are taught about music from all over the world. Many different genres are covered, and students are encouraged to explore genres they are	Diversity: In lessons students are taught about music from all over the world. Many different genres are covered, and students are encouraged to explore genres they are	Diversity: In lessons students are taught about music from all over the world. Many different genres are covered, and students are encouraged to explore genres they are	Students explore minimalist music from different contexts and learn how repetition and technology have influenced modern music styles. Learners are encouraged to engage with	Students explore drum grooves from a range of popular music styles including rock, pop and electronic music.	Students explore a range of atmospheric music from different genres and contexts, including film, television and game music. Learners are encouraged to engage with

	<p>unfamiliar with. All instrumentation, traditional and non-traditional, are covered and students are taught to respect the opinions and musical tastes of other students.</p> <p>Occasionally musicians are brought in to play for the students to broaden their musical knowledge.</p>	<p>unfamiliar with. All instrumentation, traditional and non-traditional, are covered and students are taught to respect the opinions and musical tastes of other students.</p> <p>Occasionally musicians are brought in to play for the students to broaden their musical knowledge.</p>	<p>unfamiliar with. All instrumentation, traditional and non-traditional, are covered and students are taught to respect the opinions and musical tastes of other students.</p> <p>Occasionally musicians are brought in to play for the students to broaden their musical knowledge.</p>	<p>unfamiliar musical ideas and reflect on how simple musical materials can be developed creatively.</p>	<p>Learners develop an understanding of how technology is used in modern music production and how drum patterns underpin many genres.</p> <p>Students are encouraged to explore different musical styles and develop respect for a range of musical preferences.</p>	<p>unfamiliar styles and to respect differing musical responses and interpretations.</p>
<p>Practical Application of Skills</p>	<p>Performing a piece of music</p>	<p>Learning a piece on keyboard then performing it</p>	<p>Performing a piece of music</p>	<p>Composing a minimalist piece using keyboards and GarageBand Performing and refining a composition based on feedback</p>	<p>Creating a drum groove using GarageBand Developing and refining a looped composition Applying timing and accuracy using quantisation Performing and evaluating a completed drum track</p>	<p>Composing, rehearsing and performing an atmospheric piece Refining musical ideas to maintain mood and structure</p>