







2021-22 CURRICULUM MAP FOR MUSIC






YEAR 7

<p>TERM 1: Introduction to Notation</p> <p>Pupils will learn, -</p> <p>The contents of standard notation</p> <ul style="list-style-type: none"> - The staff – What purpose does the staff have? - Time Signature – What each number represents. Identify duple/triple/quadruple time – Simple and compound time - Key Signature – Circle of fifths (How to identify the key signature through the amount of #'s and b's) - Treble Clef – Starting point to identify pitch - Bars – What constitutes a bar and why do we use them in music - Notes <p>How to read music in Treble Clef (Learning the pitches on the staff)</p> <ul style="list-style-type: none"> - Every Good Boy Deserves Football - Identifying the pitches on the staff on the lines – How to visually identify them. - F A C E in the space. – Identifying the pitches in the spaces on the staff - Reading simple notation in a piece of music <p>How to read music in Bass Clef (learning the pitches on the staff)</p> <ul style="list-style-type: none"> - Good Boys Do Fine Always – Identifying the pitches on the lines on the staff in the Bass clef - All Cows Eat Grass – Identifying the pitches in the spaces of staff in the Bass Clef. <p>What is a time signature?</p> <ul style="list-style-type: none"> - Common time – Identifying 4/4 time and how to count in this time signature - Duple/ triple and Quadruple time signatures – How to identify each type of time signature? - Simple time – number of beats in a bar for simple time - 4/4, 3/4, 2/4, 3/8, and 2/2. - Compound Time – number of beats in a bar for compound time. – Numbers divisible by 3 <p>Note names and lengths</p> <ul style="list-style-type: none"> - Semi Breve – what does it look like? How many beats is it worth? – 4 Beats - Minim - what does it look like? How many beats is it worth? 2 Beats - Crotchet what does it look like? How many beats is it worth? 1 Beat - Quavers what does it look like? How many beats is it worth? ½ beat - Semi Quavers what does it look like? How many beats is it worth? ¼ beat - How to read them on a staff - Performing short motifs including use of all notes. <p>Key Signatures and Chords</p> <ul style="list-style-type: none"> - What is a key signature? - What is the circle of fifths? 		<p>Pupils will read music of well-known pieces to develop understanding of notation and how it is used in music</p>
		<p>Pupils will be required to apply knowledge of notation, time signatures and key signatures to written tasks</p>
		<p>Group Discussions relating to;</p> <ul style="list-style-type: none"> - Notes and note lengths - Time signatures - Key Signatures - Chords
		



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<ul style="list-style-type: none"> - Identifying major key signatures on the circle of fifths - Identifying minor key signatures on the circle of fifths - What is a chord? - Constructing chords - What is a primary chord? Identifying primary chords in a major key signature <p>End of Unit Test – Theory of Notation learnt in the unit</p>		
<p>TERM 2:</p> <p>Pupils will learn, What is programme music?</p> <ul style="list-style-type: none"> - Descriptive Programme music – Using a place/ Object/ picture to create music – Carnival of the Animals/ The Planets - Narrative Programme music - Using the music to tell a story – Peter and the Wolf - Key Features of programme music - Examples of Programme Music – Peter and the Wolf by Prokiev. - Famous composers of programme music – Berlioz/ Prokiev <p>DRSMITH – Key elements of music</p> <ul style="list-style-type: none"> - Dynamics – The volume of the music (Forte/ Piano/ Mezzo Forte/ Crescendo/ Diminuendo) - Rhythm – A pattern of notes together - Structure – How the piece is made up - Melody – The main part of the music (Tune) - Instruments – Which instruments are being used - Texture – How many layers are in the music - Harmony – The chords used? <p>- How to Implement DRSMITH into composition</p> <p><u>Vivaldi’s ‘Spring’. How does the music relate to sonnet used by Vivaldi? Use of DRSMITH?</u></p> <p><u>Holst’s ‘The Planets’</u></p> <p><u>Analysis of how the composer uses music to tell a story in Peter and the Wolf. (Analysing motifs and features of programme music.)</u></p> <p><u>Composing a short piece to describe a character from Peter and the Wolf</u></p>		<p>Vivaldi’s Spring Poem - Analysis</p> <p>Pupils will look in depth at Peter and the Wolf and how this piece was a stand-out example of programme music</p> <p>Carnival of the Animals The Planets The Seasons</p>
		<p>Vivaldi’s Spring – Analysis</p> <p>Holst – The Planets Analysis</p> <p>Extended Question; Analysis of how the composer uses music to tell a story in Peter and the Wolf. (Analysing motifs and features of programme music.)</p> <p>Composition of programme music for one character of Peter and the Wolf</p>
		<p>Pair work to identify elements of DRSMITH in pieces of music</p>
		<p>ICT – use of Garageband and logic pro x</p>
<p>TERM 3: Band Work – Performance</p> <p>Pupils will learn; The key skills of performing in an ensemble</p>		<p>Pupils will read different types of music notation</p> <ul style="list-style-type: none"> - Standard notation - Chord charts - Tablature <p>To develop understanding further</p>



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<ul style="list-style-type: none"> - Non-verbal communication skills – eye contact, body language, head movements, accented notes - Tempo – The speed of the music - Timing – Being able to ensure pupils can play in time with each other when playing in an ensemble - How to play together 		<p>Pupils will be able to articulate their performance skills and progression through a log book</p>
<p><u>Taylor Swift, ‘Shake it off’—All pupils will learn each individual part to the song on;</u></p>		<p>This is a practical group unit of work and so pupils will be required to discuss ideas and thoughts throughout the unit.</p>
<ul style="list-style-type: none"> - Vocals – Reading from sheet music and singing in time with accompaniment – Learning the lyrics/ Structure of the piece/ When to come in - Piano – reading chord charts and learning to play chords with the correct notes and finger patterns. – Using fingers 1, 3 and 5 to play each chord - The correct notes for the 4 Chords - Bass Guitar – How to read bass tablature and play simple basslines on the instrument. – What is a Fret? Which fingers do you use to pluck the guitar? Where do you put your fingers on your left hand on the fretboard? - Acoustic Guitar – How to read guitar tablature and how to play 4 chords on the guitar. Where to put your fingers on the fret board to ensure the correct chord is played? How many strings are strummed for each chord? <p><u>Rehearsals</u></p> <ul style="list-style-type: none"> - Students will partake in rehearsals in which the individual instrumental parts are to be combined to produce a cover version of ‘Shake it off’. - Students are to focus on timing, accuracy, tempo and final performance. <p><u>Final Performance</u></p> <ul style="list-style-type: none"> - Students are to perform their cover version of ‘Shake it off’. - <p><u>Extended writing</u></p> <ul style="list-style-type: none"> - Pupils will be able to critically analyse their rehearsal process and their final performance 		<p>Performing Arts – Stage presence and performance skills</p>