











Music CURRICULUM MAP YEAR 7

<p>HALF TERM 1: Introduction to Notation</p> <p>Pupils will learn, -</p> <p>The contents of standard notation</p>		<p>www.musiccrashcourses.com www.musictheory.net</p>
<ul style="list-style-type: none"> - The stave – What purpose does the stave 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>Students will be able to analyse standard notation on a piece of music and describe the key features that are identified</p>
<p>How to read music in Treble Clef (Learning the pitches on the stave)</p> <ul style="list-style-type: none"> - Every Good Boy Deserves Football - Identifying the pitches on the stave on the lines – How to visually identify them. - F A C E in the space. – Identifying the pitches in the spaces on the stave - Reading simple notation in a piece of music <p>How to read music in Bass Clef (learning the pitches on the stave)</p> <ul style="list-style-type: none"> - Good Boys Do Fine Always – Identifying the pitches on the lines on the stave in the Bass clef - All Cows Eat Grass – Identifying the pitches in the spaces of stave 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 stave <p>End of unit test – Music Theory Quiz;</p> <ul style="list-style-type: none"> - Identifying Pitches - Time Signatures - Rhythms 		<p>Key Words;</p> <ul style="list-style-type: none"> - Stave - Time Signature - Key Signature - Treble Clef - Bass Clef - Pitch - Simple Time - Compound Time - Semi Breve - Minim - Crotchet - Quaver - Semi-Quaver
		<p>This unit of work provides the students with an opportunity to learn and understand a new skill of reading music. This offers opportunities within learning an instrument and potentially leading to a career or a passion in music.</p> <p>Careers available;</p> <ul style="list-style-type: none"> - Musician - Music Producer - Teacher






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<p>Homework</p> <p>Lesson 1:</p> <ul style="list-style-type: none"> - Revise the 5 different features of standard notation - Revise how to read pitches on the staff in Treble Clef <p>Lesson 2:</p> <ul style="list-style-type: none"> - Revise how to read pitches on the staff in the Bass Clef - Revise the different note lengths and names for identifying Rhythm <p>Lesson 3:</p> <ul style="list-style-type: none"> - Revise Simple Time signatures - Revise Compound Time signatures - Revise for end of unit test 		
<p>HALF TERM 2: The Blues</p> <p>Pupils will learn;</p> <p>History of the Blues style</p>		<p>BBC Bitesize – The Blues</p> <p>www.musictheoryacademy.com/understanding-music/12-bar-blues</p>
<ul style="list-style-type: none"> - Developed in the USA after the American Civil war - Influenced by work songs, Field hollers, Ragtime, Church music and folk music. - Majority of Blues musicians were of African descent - Delta blues first recorded in 1920's - Traditional songs handed down by word of mouth - Homemade Instruments initially - Development of instrumentation 		<p>Students will listen to a piece of piece of Blues and analyse the key features and instrumentation that can be heard in the piece</p> <p>Students will answer the questions 'Compare and contrast the key features of Blues heard In 2 different Blues pieces?'</p>
<p>Key musical features of the Blues</p> <ul style="list-style-type: none"> - Sad melodies - Vocalist with guitarist - Many of the melodies move within the blues scale - a minor pentatonic scale with the addition of a flattened fifth – Blue note - it was common to include bent notes - usually the flattened third, fifth or seventh note of the scale - the performer often improvises over a chord progression - Melismas are heard in many Blues vocal melodies - 12 Bar blues – Chords I, IV, V - 4/4 time - Syncopation - Swing rhythms - Walking bassline 		<p>Key Words</p> <ul style="list-style-type: none"> - 12 Bar Blues - Melody - Pentatonic - Blue note - Melismatic - Tonic - Sub dominant - Dominant - Syncopation - Rhythm
<p>Key Question - 'Compare and contrast the key features of Blues heard In 2 different Blues pieces?'</p>		<p>Link to History – Slave trade and America after the American Civil war</p>








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<p>Performance Task</p> <ul style="list-style-type: none"> - Learn to play the 12-bar blues on Keyboard - Learn to be play the Blues Scale - Learn to play a short piece of Blues music using the 12 bar blues and blues scale - Improvisation on the Blues Scale <p>Assessment – End of Unit Quiz – Key features of Blues music</p> <p>Homework</p> <p>Lesson 1:</p> <ul style="list-style-type: none"> - Revise the 5 key facts of the history of the Blues <p>Lesson 2:</p> <ul style="list-style-type: none"> - Revise the meaning of Tonic, Subdominant, Dominant - Revise the Key Musical features of the Blues <p>Lesson 3:</p> <p>Revise for end of unit test;</p> <ul style="list-style-type: none"> - History of Blues - Key Musical Features of Blues - Blues Scale - 12 Bar Blues 		
<p>HALF TERM 3: Programme Music</p> <p>Pupils will learn,</p> <p>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 		<ul style="list-style-type: none"> - Composing music to tell a story - BBC Bitesize - Peter and the Wolf, a Virtual Education Program - Musical Zoo 2021 (fcsymphony.org)
<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? - How to Implement DRSMITH into music 		<p>Extended Writing Tasks</p> <ul style="list-style-type: none"> - Students will listen to an analyse how the features of DRSMITH are used to create a descriptive piece of programme music, ‘Spring’ by Vivaldi - Students will watch and listen to Peter and the Wolf and analyse of Prokiev has used the features of DRSMITH to create a narrative piece of programme music
		<p>Key Words;</p> <ul style="list-style-type: none"> - Descriptive music - Narrative music - Dynamics - Rhythm - Structure - Melody - Instruments - Texture - Tonality - Tempo - Harmony






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<p>Vivaldi's 'Spring'. How does the music relate to sonnet used by Vivaldi? Use of DRSMITH?</p> <p>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>Half Term Assessment – Quiz on Programme music</p> <p>Homework; Lesson 1; <ul style="list-style-type: none"> - Two types of programme music - Key features of DRSMITH – names Lesson 2 <ul style="list-style-type: none"> - Meanings of DRSMITH key features - 3 different types of texture – monophonic, homophonic and polyphonic Lesson 3 <ul style="list-style-type: none"> - Revise for end of unit quiz </p>		
<p>HALF TERM 4: Introduction to Composition</p> <p>Pupils will learn-</p> <p>How to use Garage band?</p> <ul style="list-style-type: none"> - How to start a new score? - How to change key signature? - How to change time signature? - Adding new instruments to the score - How to pick instruments - How to record – Counting in, ensuring recording starts in the correct position. - How to Time Quantize - How to edit notes - How to edit recordings – cutting/ copying/ pasting/ looping. - Layering separate recordings. 		<p>https://setapp.com/how-to/use-garageband-on-mac</p>
<p>How to create melodies using compositional techniques?</p> <ul style="list-style-type: none"> - Using notation knowledge learnt, how do you compose music? <p>Creating a Motif and motif development.</p> <p>Pupils will create a portfolio of FOUR short motifs. They will start from a basic composition using conjunct and disjunct movements and basic use of a key signature.</p> <p>Pupils will then develop their original motif using compositional devices.</p> <p>Motif 1</p> <ul style="list-style-type: none"> - What is a motif? A Short musical phrase used as a basis of music. - Conjunct and disjunct movement between notes (Stepwise and jump). – Using pitch in the treble clef 		<p>Students will create a portfolio of 4 short compositions using the key process of Garageband and key features of composing</p>
		<p>Key Words</p> <ul style="list-style-type: none"> - Key Signatures - Time Signatures - Time Quantize - Looping - Motif - Conjunct - Disjunct - Sequence - Imitation - Repetition - Cadences
		<p>Links to IT using Apple Macs and Garageband Software</p> <p>Software provides new skills on music recording and production with links to a career in music production and sound engineers</p>








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<p>to identify stepwise and jump movement between notes.</p> <ul style="list-style-type: none"> - Scales – using a C major and G major scale to compose a short melody (Links to key signatures) <p>Motif 2</p> <ul style="list-style-type: none"> - Repetition - Imitation – Another part using the same melodic/ Harmonic/ rhythmic material <p>Motif 3</p> <ul style="list-style-type: none"> - Sequences – 3 Rules – Moving in one direction, Intervals the same distance between motifs and no more than 4 repetitions. <p>Motif 4</p> <ul style="list-style-type: none"> - Cadences – What is a cadence? - Using a perfect cadence to make the motif sound finished? - Using an imperfect cadence to make the piece sound unfinished. <p>All Motifs will be composed on Garageband.</p> <p>Assessment –</p> <ul style="list-style-type: none"> - Portfolio of 4 Compositions - Quiz on processes of Garageband and Key features of Composition <p>Homework;</p> <p>Lesson 1;</p> <ul style="list-style-type: none"> - Revise processes of the use of Garageband <p>Lesson 2</p> <ul style="list-style-type: none"> - Revise the key features of Composition – Motif/ Conjunct/ Disjunct/ Repetition and Imitation <p>Lesson 3</p> <ul style="list-style-type: none"> - Revise the key features of composition – Sequences and Cadences - Revise for end of unit quiz 		
<p>HALF TERM 5: Guitar Skills</p> <p>Pupils will Learn;</p> <p>Basics of Playing a guitar</p> <ul style="list-style-type: none"> - The body - The neck - The fretboard - The strings - Use of fingers on the fretboard - Strumming - Plucking <p>How to read Guitar chord diagrams</p>	<p></p> <p></p> <p></p>	<p>Guitar Chord Handbook (ku.edu)</p> <p>Microsoft Word - GuitarChordsForBeginners-E-Book (word) V2.docx (nationalguitaracademy.com)</p> <p>Students will be able to describe where each finger is placed in which fret and on which string.</p> <p>Key Words</p> <ul style="list-style-type: none"> - Fretboard - Strumming - Plucking - Chord Diagrams



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<ul style="list-style-type: none"> - Students will learn to analyse the diagrams which inform them of which fingers are placed in which frets and on which strings for different chords - They will be able to identify how many strings are to be played per chord <p>Learning to play chords</p> <ul style="list-style-type: none"> - A major - E major - D major - G Major - E Minor - A Minor <p>Assessment - Performance – Students play the 6 chords in succession focusing on accuracy of pitch, finger positions, use of correct strings and transitions</p> <p>Homework; Lesson 1;</p> <ul style="list-style-type: none"> - Revise the key components of a guitar <p>Lesson 2</p> <ul style="list-style-type: none"> - Revise how to read chord diagrams – frets, strings and strumming <p>Lesson 3</p> <ul style="list-style-type: none"> - Revise the guitar chord diagrams for each chord to be played 		<p>Performing Arts – Performance Skills</p>
<p>HALF TERM 6: Band Work</p> <p>Pupils will learn;</p> <p>The key skills of performing in an ensemble</p> <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>Taylor Swift, ‘Shake it off’—All pupils will learn each individual part to the song on;</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? 		<p>The Ultimate Guide to Performing on Stage (schoolofrock.com)</p>
		<p>Students will learn and develop a performance within a band leading to a final assessed performance</p>
		<p>Key Words</p> <ul style="list-style-type: none"> - Communication - Tempo - Timing - Vocals - Chords - Melody - Motifs
		<p>Performing Arts – Performing skills</p> <p>Students will develop confidence through performing to others</p> <p>Links to careers in music and performing arts and provides skills linked to public speaking</p>



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<ul style="list-style-type: none">- 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'.		
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