

# Curriculum Knowledge Map



Year 7	AUTUMN		SPRING		SUMMER	
	Elements of Music	Pulse & Rhythm	Baroque-Classical	Musicals	Songwriting	World
<p><b>Declarative</b> <i>What should they know?</i></p> <p>By the end of Year 7 students should understand the following:</p> <p>Semibreves</p> <hr/> <p>Minims</p> <hr/> <p>Crotchets</p> <hr/> <p>Quavers</p> <hr/> <p>Semiquavers</p> <hr/> <p>Dotted crotchets/quavers</p> <hr/> <p>Dotted quavers/semiquavers</p> <hr/> <p>Treble clef Middle C to F</p> <hr/> <p>Bass clef G to Middle C</p> <hr/> <p>3/4 and 4/4</p> <hr/> <p>C major/A minor</p> <hr/> <p><i>f</i> and <i>P</i></p> <hr/> <p>Cresc. and Decresc.</p>	<p>Students should have a basic understanding of:</p> <ul style="list-style-type: none"> <li>• Texture</li> <li>• Pitch &amp; Melody</li> <li>• Dynamics</li> <li>• Instruments &amp; Timbre</li> <li>• Tempo &amp; Metre (3/4, 4/4)</li> <li>• Writing Notation in Treble Clef</li> </ul>	<p>Students should develop their understanding of:</p> <ul style="list-style-type: none"> <li>• Texture</li> <li>• Pitch &amp; Melody</li> <li>• Dynamics</li> <li>• Instruments &amp; Timbre</li> <li>• Tempo &amp; Metre (3/4, 4/4)</li> <li>• Writing Notation in Treble Clef</li> </ul> <p>Students should have a basic understanding of:</p> <ul style="list-style-type: none"> <li>• Rhythm</li> <li>• Writing Rhythms</li> </ul>	<p>Students should develop their understanding of the elements of music learnt so far.</p> <p>In addition, students should have a basic understanding of:</p> <ul style="list-style-type: none"> <li>• Tonality (C Maj/A Min)</li> <li>• Harmony (Primary Chords)</li> <li>• Context based on the elements of Music</li> <li>• Orchestral Instruments</li> <li>• Sibelius Skills</li> <li>• Notes of Bass Clef</li> </ul>	<p>Students should develop their understanding of the elements of music learnt so far.</p> <p>In addition, students should have a basic understanding of:</p> <ul style="list-style-type: none"> <li>• Phrasing</li> <li>• Articulation</li> <li>• Syncopation</li> <li>• Ukulele Skills</li> </ul>	<p>Students should develop their understanding of the elements of music learnt so far.</p> <p>In addition, students should have a basic understanding of:</p> <ul style="list-style-type: none"> <li>• DAW Skills on FL Studio 21</li> <li>• How to write a song using the Elements of Music</li> </ul>	<p>Students should develop their understanding of the elements of music learnt so far.</p> <p>In addition, students should have a basic understanding of:</p> <ul style="list-style-type: none"> <li>• The context of traditional music from                             <ul style="list-style-type: none"> <li>- Japan</li> <li>- Ireland</li> <li>- India</li> <li>- Brazil</li> <li>- Scotland</li> </ul> </li> </ul>
<p><b>Procedural</b> <i>What should they be able to do?</i></p>	<ul style="list-style-type: none"> <li>• Sing with a sense of ensemble and performance</li> <li>• Develop the technical ability to identify the use of</li> </ul>	<ul style="list-style-type: none"> <li>• Sing with a sense of ensemble and performance. This should include observing phrasing, and dynamic contrast</li> <li>• Develop the technical ability to identify the use of musical</li> </ul>	<ul style="list-style-type: none"> <li>• Sing with a sense of ensemble and performance. This should include observing phrasing, accurate pitching</li> </ul>	<ul style="list-style-type: none"> <li>• Sing with a sense of ensemble and performance. This should include observing phrasing, accurate pitching</li> </ul>	<ul style="list-style-type: none"> <li>• Sing with a sense of ensemble and performance. This should include observing phrasing, accurate pitching</li> </ul>	<ul style="list-style-type: none"> <li>• Sing with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and</li> </ul>



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	<p>musical elements</p> <ul style="list-style-type: none"> <li>• Develop understanding of the meaning and purpose of music being listened to</li> <li>• Learn to find notes on the keyboards.</li> <li>• Play rhythmically simple melodies on keyboard instruments, following staff notation written on one stave</li> <li>• Use notes within a range of a 5th transposed into C major or A minor</li> <li>• Read and play short rhythmic phrases at sight, using conventional symbols for known rhythms and note durations</li> <li>• Read simple phrases using pitch and rhythmic notation on the treble clef containing melodies that move mostly in step</li> </ul>	<p>elements</p> <ul style="list-style-type: none"> <li>• Develop understanding of the meaning and purpose of music being listened to</li> <li>• Improvise new musical ideas over a groove within a given key</li> <li>• Play rhythmically simple melodies on keyboard instruments, following staff notation written on one stave</li> <li>• Use notes within a range of a 5th transposed into C major or A minor</li> <li>• Read and play short rhythmic phrases at sight, using conventional symbols for known rhythms and note durations</li> <li>• Read simple phrases using pitch and rhythmic notation on the treble clef containing melodies that move mostly in step</li> </ul>	<p>and dynamic contrast</p> <ul style="list-style-type: none"> <li>• Develop the technical ability to identify the use of musical elements</li> <li>• Develop understanding of the meaning and purpose of music being listened to</li> <li>• Compose chords sequences in C major or A minor using mainly primary chords</li> <li>• Compose bass lines using the root note of each chord</li> <li>• Create melodic song-lines shaped by harmonic intention</li> <li>• Play rhythmically simple melodies on keyboard instruments, following staff notation written on one stave</li> <li>• Use notes within a range of a 5th transposed into C major or A minor</li> <li>• Read and play short rhythmic phrases at sight, using conventional symbols for known rhythms and note durations</li> </ul>	<p>and dynamic contrast</p> <ul style="list-style-type: none"> <li>• Develop the technical ability to identify the use of musical elements</li> <li>• Develop understanding of the meaning and purpose of music being listened to</li> <li>• Broaden their skills at sight-reading, improvisation or harmonisation</li> <li>• Play rhythmically simple melodies on instruments, following staff notation written on one stave</li> <li>• Use notes within a range of a 5th transposed into C major or A minor</li> <li>• Read and play short rhythmic phrases at sight, using conventional symbols for known rhythms and note durations</li> <li>• Read simple phrases using pitch and rhythmic notation on the treble clef containing melodies that move mostly in step</li> </ul>	<p>and dynamic contrast</p> <ul style="list-style-type: none"> <li>• Develop the technical ability to identify the use of musical elements</li> <li>• Develop understanding of the meaning and purpose of music being listened to</li> <li>• Compose chords sequences in C major or A minor using mainly primary chords</li> <li>• Compose bass lines using the root note of each chord</li> <li>• Create melodic song-lines shaped by lyrics and/or harmonic intention</li> <li>• Compose melodies using vocal or instrumental improvisation, bearing in mind phrase structure</li> <li>• Harmonise the cadence points of these phrases</li> <li>• Play rhythmically simple melodies on keyboard instruments, following staff notation written on one stave</li> <li>• Use notes within a</li> </ul>	<p>dynamic contrast</p> <ul style="list-style-type: none"> <li>• Sing three- and four-part rounds</li> <li>• Develop the technical ability to identify the use of musical elements</li> <li>• Develop understanding of the meaning and purpose of music being listened to</li> <li>• Broaden their skills at sight-reading, improvisation or harmonisation</li> <li>• Play rhythmically simple melodies on instruments, following staff notation written on one stave</li> <li>• Use notes within a range of a 5th transposed into C major or A minor</li> <li>• Read and play short rhythmic phrases at sight, using conventional symbols for known rhythms and note durations</li> <li>• Read simple phrases using pitch and rhythmic notation on the treble clef containing melodies that move mostly in step</li> </ul>
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			<ul style="list-style-type: none"> <li>• Read simple phrases using pitch and rhythmic notation on the treble clef containing melodies that move mostly in step</li> </ul>		<p>range of a 5th transposed into C major or A minor</p> <ul style="list-style-type: none"> <li>• Read and play short rhythmic phrases at sight, using conventional symbols for known rhythms and note durations</li> <li>• Read simple phrases using pitch and rhythmic notation on the treble clef containing melodies that move mostly in step</li> </ul>	
<p><b>Disciplinary Literacy</b> (Tier 3 Vocab)</p>	<p><b>Texture:</b> Monophonic, Polyphonic, Homophonic <b>Dynamics:</b> Forte, Piano, Crescendo, Decrescendo <b>Tempo &amp; Metre:</b> Presto, Allegro, Andante, Largo <b>Pitch &amp; Melody</b> <b>Instruments &amp; Timbre</b></p>	<p><b>Improvisation</b> <b>Semibreves</b> <b>Minims</b> <b>Crotchets</b> <b>Quavers</b> <b>Semiquavers</b> <b>Dotted crotchets/quavers/semiquavers</b> <b>Ostinato</b></p>	<p><b>Harmony:</b> Primary Chords <b>Tonality</b> <b>Orchestra</b> Clef</p>	<p><b>Staccato</b> <b>Legato</b> <b>Syncopation</b></p>	<p><b>FL Studio 21 Terms:</b> Piano Roll Playlist Channel Rack Mixer Browser</p>	<p><b>Japan:</b> Koto, Pentatonic, Shamisen, Shakuhachi <b>Ireland:</b> Jig, Reel, Hornpipe <b>India:</b> Raga, Tabla, Drone <b>Brazil:</b> Samba <b>Scotland:</b> Folk</p>
<p><b>Assessment</b></p>	<p><b>Performance Assessment on Keyboard:</b> <i>Oh When The Saints</i></p>	<p><b>Composition Assessment:</b> Djembe drumming piece</p>	<p><b>Composition Assessment:</b> Primary chords composition on Sibelius</p>	<p><b>Class Performance Assessment of Ukulele Orchestra:</b> <i>Those Magic Changes</i> from Grease</p>	<p><b>Composition Assessment:</b> DAW composition on FL Studio 21</p>	<p><b>Performance Assessment on ukulele/keyboard:</b> <i>Auld Lang Syne/Rattlin' Bog</i></p>

