



## Year 7 Music Curriculum Map

<b>Overview</b>	<ul style="list-style-type: none"> <li>To foster a love of music</li> <li>To set a good foundation for skills in performing, composing, and listening. (Students arrive at Bishop Luffa with a range of different skills and experiences in music. We aim to level the ground as much as possible whilst encouraging more musically able students to advance their skills.)</li> <li>All students will have the opportunity to: learn and improve individual performing skills in singing, samba drumming, keyboard, and ukulele. And to be able to play in a small group.</li> <li>Students are encouraged to take up group or individual lessons in instrumental tuition/ singing or DJing: Some of these are free introductory lessons and some groups are able to take advantage of PP money to fund lessons.</li> </ul>					
<b>Year 7</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Pulse and Rhythm	Keyboards and Composing	Instruments Project	MAD T-SHIRTS	Ensemble Performing	Performance and Composition
<b>Knowledge</b>	Basic skills: notation, pulse, rhythm, samba music (AOS4) Singing and introduction to keyboards. Performance of Ode.  'Bash the Trash' and Stomp	Introduction to composition: Haiku project, keyboard work and Christmas Carols  Keyboard performance of Ode to Joy	Ukulele skills 'Yellow Submarine' chords C, Am, F and G and melody line (AOS4)  Orchestra project (AOS1)	Elements of music: focused listening tasks 'Carnival of The Animals' Use of Leitmotif (AOS3) Music for occasion: 'Danse Macabre' (AOS1 and 3)	Chords and Riffs: learning 'Waving Flag' (AOS2 ensemble)  Working in small ensembles	Short project based on prior learning.  Topics vary each year.  Planned 2025 Britpop.
<b>Skills</b>	Listening and identifying rhythms.  Performing singing and keyboards	Composing using a Haiku Poem as structural device and performing.	Performing chords and short melody line on ukulele Identifying instruments of the orchestra and learning Listening-Optional Britten (Young Person's Guide to the Orchestra)	Listening and being able to identify the use of musical elements (MAD TSHIRTS).  Composing (using Sibelius or Mixcraft where available).	Performing (in ensemble) - keyboards, ukulele and singing.	Composing and Performing.
<b>Assessment</b>	Peer and self-assessment of performances. Teacher formal assessment of base listening test.	Teacher formal assessment of individual performances. Peer, teacher & self-assessment of short compositions	Peer, teacher and self-assessment of ensembles.	Individual compositions to be formally assessed.	Peer, teacher and self-assessment of ensembles.	Formal assessment of performance and/or short compositional tasks. Opportunities for self-assessment and peer assessment.