



## Bishop Stopford's School

### Curriculum Map Year 7

### Music

Curriculum Intent: To inspire every student to engage in lessons and want to explore the curriculum beyond the classroom

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	<ul style="list-style-type: none"> <li>Gamelan &amp; Treble Clef</li> </ul> <p><b>Why?</b> Students are able to get to know the notes of keyboard through composing basic ostinatos and developing them into a gamelan composition. They also develop basic understanding of reading the treble clef by playing pentatonic scales.</p>	<ul style="list-style-type: none"> <li>Gamelan &amp; Treble Clef</li> </ul> <p><b>Why?</b> Foundations Students are able to get to know the notes of keyboard through composing basic ostinatos and developing them into a gamelan composition. They also develop basic understanding of reading the treble clef by playing pentatonic scales.</p>	<ul style="list-style-type: none"> <li>Reggae &amp; Duration</li> </ul> <p><b>Why</b> Students are introduced to performing basic chords and reading a basic melody. Students develop their keyboard skills by performing melody and chords together.</p>		<ul style="list-style-type: none"> <li>Keyboard skills &amp; Pop Chord progressions &amp; Basic musical elements</li> </ul> <p><b>Why?</b> Students build upon the chords that they have learnt in the previous module and learn how to play more chords in a variety of pop pieces. They start to learn basic musical elements in simple form. They learn how to listen to pieces of music and describe the musical elements.</p>	
Core Skills	<ul style="list-style-type: none"> <li>Identify notes</li> <li>Performance- keyboard skills</li> <li>Literacy Skills - keywords</li> <li>Composition skills - Pentatonic scale &amp; Ostinatos</li> </ul>		<ul style="list-style-type: none"> <li>Identify note values</li> <li>Numerical Skills - adding of values</li> <li>Literacy Skills - keywords</li> <li>Reading of the treble clef</li> <li>Performance</li> </ul>		<ul style="list-style-type: none"> <li>Identify chords</li> <li>Identify note values</li> <li>Numerical Skills - adding of values</li> <li>Literacy Skills - keywords</li> <li>Reading of the treble clef</li> <li>Performance</li> </ul>	
Core Knowledge	Learning to compose using basic ostinatos and gives students an opportunity to explore to musical culture of Gamelan. Develop their ability to play the pentatonic scale on the keyboard.		Learning to read the melody of 'Three little birds' and perform on a keyboard. Learn how to play basic chords and build to playing melody and chords hands together. Students explore the musical context of Reggae music.		Learning basic musical element and how to describe a piece of music using the musical elements in simple form. Students learn how to play a variety of songs and chord progressions starting from simple progressions to more complex progressions.	
Assessment & Feedback	I can statements, Assessment of current c/w and h/w using <u>Yellow form</u> . Once per week Peer Assessment (PA) and Self Assessment (SA) using <u>green pen</u> . Next steps to be acted upon and monitored using <u>Dedicated Improvement Reflection Time</u> (DIRT) every second week	I can statements, Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in <b>future learning</b> . Feedback form to indicate <b>M/S/D</b> based on outcomes rather than specific score only	I can statements, Assessment of current c/w and h/w using <u>Yellow form</u> . Once per week Peer Assessment (PA) and Self Assessment (SA) using <u>green pen</u> . Next steps to be acted upon and monitored using <u>Dedicated Improvement Reflection Time</u> (DIRT) every second week	I can statement, Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in <b>future learning</b> . Feedback form to indicate <b>M/S/D</b> based on outcomes rather than specific score only	I can statements Assessment of current c/w and h/w using <u>Yellow form</u> . Once per week Peer Assessment (PA) and Self Assessment (SA) using <u>green pen</u> . Next steps to be acted upon and monitored using <u>Dedicated Improvement Reflection Time</u> (DIRT) every second week	I can statements, Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in <b>future learning</b> . Feedback form to indicate <b>M/S/D</b> based on outcomes rather than specific score only
Link to prior learning	Baseline assessments from primary school on music theory		- Building on keyboard skills from module 1 - recapping on the treble clef & learning the bass clef.		- recapping on the chords learnt in the previous module and learning new chords. - recapping on music theory while continuing developing music theory knowledge.	
Outside learning/trips	Extra curriculum clubs - Opportunity to take instrumental lesson in a variety of instruments - Drum Club - Choir - Worship team - Keyboard club - Steel pans - full year group singing workshop					