

St Cuthbert Mayne School Curriculum Map



Performing Arts - Music Year 7

In years 7-9, we seek to establish a firm grounding in students' knowledge and understanding of notation (staff, graphic, rhythmic) and the Musical Elements (dynamics, rhythm, structure, melody, sonority/timbre, tempo, harmony, texture). Students listen to, analyse and evaluate music across a range of historical periods, genres, styles and traditions. They will develop instrument specific techniques on different instruments with a grounding in keyboard and where possible, music technology enhances learning. Students understand and explore how music is created, produced and communicated. In addition, students develop many vital transferable skills including teamwork, communication, problem solving, leadership and self-reflection.

We aim to make music accessible for all and differentiation is key to this in lessons. Lessons are very practical based and students work in pairs, individually and in groups to develop their musical skills in a wide range of genres and styles. Students work on keyboards, ukuleles, pitched and unpitched percussion instruments. We aim to provide a level of teaching which caters for the needs of all learners and supports those who are at any point in their musical journey. Sequenced knowledge is a key part of our teaching and the natural steps we take through learning music reflect those that are used in the learning of a musical instrument. Our units relate closely to each other and progress from one to the next by building on prior knowledge and expanding on key concepts.

Module 1

Topic/Unit	Baseline Assessment and Building Bricks
Knowledge (Content covered)	Students will develop their knowledge by composing a piece of music and will learn to select appropriate compositional techniques - ensemble skills and timing will be essential. Students will learn to perform confidently as part of a small group or soloist. Throughout this half term students will be formally assessed on their composing, listening and appraising skills in order to formulate a baseline grade.
Skills	<p>Performing - the ability to use skills to perform individually, in pairs and as part of a larger group. This will involve gaining increasing confidence and skill in controlling singing and instrumental performance through use of dynamics, expression and timing.</p> <p>Composing - the ability to create pieces of music inspired by a range of different musical styles and genres, using a variety of media and notations.</p> <p>Musical knowledge and understanding - the ability to recall and understand musical notation and develop an understanding of how music elements are used to different effect.</p>
Assessment	Graphic Notation Performance linked to baseline assessment
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	<ul style="list-style-type: none"> Musician Composer Music Therapist Conductor Concert Promoter Designer Music Software Designer Music Teacher Music Retail Music Magazine Journalist Concert Promoter Background Singer Event Manager

Module 1 ctd

Topic/Unit	Seasons composition based upon Vivaldi's four seasons	
Knowledge (Content covered)	Students will draw upon their knowledge from 'Graphic Notation' and 'Building Bricks' to develop their knowledge of instruments from the orchestra. Ensemble performance skills will be developed alongside composition with an understanding of Texture, Timbre/sonority and duration being shown. This unit is enhanced by pupil's being able to explore and perform on traditional orchestral instruments "as a class orchestra", Assessment will take place in the form of an ensemble performance composition focusing on rhythmic percussion - linked to Vivaldi's four seasons	
Skills	<p>Performing - the ability to use skills to perform individually, in pairs and as part of a larger group. This will involve gaining increasing confidence and skill in controlling singing and instrumental performance through use of dynamics, expression and timing.</p> <p>Musical knowledge and understanding - the ability to recall and understand musical notation and develop an understanding of how music elements are used to different effect.</p>	
Assessment	Composition assessed along with development of performance skills	
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Blogger Composer DJ Events manager Instrument technician Live sound technician Music PR Music teacher Music therapist	Musical director Musician Radio producer Recording engineer Singer Songwriter

Module 2

Topic/Unit	I've Got Rhythm
Knowledge (Content covered)	Students will understand that pulse is the fundamental upon which music is built and performed. They will develop a feeling for and awareness of a regular pulse in music from different times and places and will also be able to distinguish between pulse/beat and rhythm. By developing an understanding of note values students will be able to perform in time, deepening their listening skills. Students will be assessed on their timing accuracy as well as being able to compose and perform cyclic rhythms and polyrhythms. They will be able to articulate (verbally and through scores) their own rhythmic compositions and perform these as an ensemble.
Skills	<p>Performing - the ability to use skills to perform individually, in pairs and as part of a larger group. This will involve gaining increasing confidence and skill in controlling singing and instrumental performance through use of dynamics, expression and timing.</p> <p>Composing - the ability to create pieces of music inspired by a range of different musical styles and genres, using a variety of media and notations.</p> <p>Musical knowledge and understanding - the ability to recall and understand musical notation and develop an understanding of how music elements are used to different effect.</p>
Assessment	Rhythmic Improvisation (week 3), Rhythmic Dictation task (week 5), Performing unseen rhythmic patterns (Week 6),
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Musician Composer Music Therapist Conductor Workshop Leader Music Teacher Choreographer Club DJ Music Festival Director/Promoter Music Journalist

Module 3

Topic/Unit	Ukulele Skills
Knowledge (Content covered)	Students learn the anatomy of the Ukulele, a brief history of the instrument's origins, plus how to play a variety of chords and popular pop songs. They will learn strumming techniques and rhythms, plus some basic melodic parts as well as playing as part of an ensemble in time with other players. During this unit they will learn about the history of the Ukulele, reading song lyrics and counting beats in time.
Skills	<p>Performing - the ability to use skills to perform individually, in pairs and as part of a larger group. This will involve gaining increasing confidence and skill in controlling singing and instrumental performance through use of dynamics, expression and timing.</p> <p>Musical knowledge and understanding - the ability to recall and understand musical notation and develop an understanding of how music elements are used to different effect.</p>
Assessment	One final solo performance to the class of a piece that best suits their ability (week 5)
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Musician Composer Musical Director Music Teacher Conductor Singer Songwriter Music Arranger Tour Manager Instrument Technician Sound engineer Accompanist Private Instructor

Module 4

Module 4			
Topic/Unit	Independent Radio stations		
Knowledge (Content covered)	<p>Linked project with all Performing Arts subjects developing skills in each of the disciplines within music. There will be an overarching theme within the three subjects: Dance, Drama and Music and lessons within these will interlock and overlap to provide a well-rounded experience for students.</p> <p>Students will explore '<i>Ernie's Incredible Illucinations</i>' and will focus on their composing skills in particular. They will create underscore music with a focus on Musical Elements (dynamics, tempo, pitch, timbre, silence etc) and also use music to 'set the scene' and create atmosphere to help move the story along. Students will be assessed on a piece of self-composed music and its effectiveness to set the scene of a piece of drama.</p>		
Skills	<p>Performing - the ability to use skills to perform individually, in pairs and as part of a larger group. This will involve gaining increasing confidence and skill in controlling singing and instrumental performance through use of dynamics, expression and timing.</p> <p>Composing - the ability to create pieces of music inspired by a range of different musical styles and genres, using a variety of media and notations.</p> <p>Musical knowledge and understanding - the ability to recall and understand musical notation and develop an understanding of how music elements are used to different effect.</p>		
Assessment	Composing to a set brief (week 4), Performance Techniques (week 6)		
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	<table style="width: 100%; border: none;"> <tr> <td style="border: none; vertical-align: top;"> <ul style="list-style-type: none"> Musician Composer Music Therapist Conductor Stage Manager Musical Director Sound Engineer Lighting Engineer </td> <td style="border: none; vertical-align: top;"> <ul style="list-style-type: none"> Concert Promoter Designer Music Software Designer Music Teacher Music Retail Choreographer </td> </tr> </table>	<ul style="list-style-type: none"> Musician Composer Music Therapist Conductor Stage Manager Musical Director Sound Engineer Lighting Engineer 	<ul style="list-style-type: none"> Concert Promoter Designer Music Software Designer Music Teacher Music Retail Choreographer
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Module 5

Module 5	
Topic/Unit	The Music of Bali and Java
Knowledge (Content covered)	Students will deepen their knowledge of notes on the stave in the treble clef as well as looking at alternative ways of notation. Students will learn to perform a piece of Indonesian Gamelan as a class before composing their own. Students will also increase their knowledge of the culture through a group project and presentation.
Skills	<p>Performing - the ability to use skills to perform individually, in pairs and as part of a larger group. This will involve gaining increasing confidence and skill in controlling singing and instrumental performance through use of dynamics, expression and timing.</p> <p>Composing - the ability to create pieces of music inspired by a range of different musical styles and genres, using a variety of media and notations.</p> <p>Musical knowledge and understanding - the ability to recall and understand musical notation and develop an understanding of how music elements are used to different effect.</p>
Assessment	Short composition task (week 2), Improvisation over a repeated form (week 3), Solo performance - 'Fur Elise' (week 6)
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	<ul style="list-style-type: none"> Musician Instrumental Teacher Composer Music Teacher Lyricist Music Arranger Artist Manager Score Writer Music historian Music Therapist Musical Theatre Performer