

## Curriculum Map

School: Bohunt School Worthing

Subject: Music

Year Group: 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit(s)</b>	Music Building Blocks: What Makes Music Work?	Music Building Blocks 2: Premier performance	Graphic Scores	African Drumming	Instruments of the Orchestra	Sound and Image (cross curricular)
<b>Key knowledge</b>	Treble clef Rhythm values Dynamics Tempo Pitch	Texture Bass clef Ledger lines Identifying notes on a keyboard	Time signatures (2/4, 4/4, 3/4, 6/8) Rhythm Music Technology	Polyrhythms Call & response A capella singing Harmony Improvisation	Instruments of the orchestra Development of the orchestra through history Tonality	Mickey Mousing Leitmotif
<b>Key skills/ concepts</b>	Being able to play music written in treble clef.  Keeping in time with a pulse.  Playing rhythms from semiquavers to semibreves.	Being able to play music in written in treble and bass clef.  Being able to read two ledger lines above and below treble clef.  Keeping in time with a pulse.  Identifying varieties	Being able to identify four separate time signatures, being able to play a piece in at least two.	Being able to hold an individual part in a polyrhythm pattern.  Being able to sing one part in a harmony.  Perform in a call & response form.	Identify instruments typical of a modern day orchestra.  Perform a piano duet from a classical period by a famous composer.  Form chords on the keyboard.	Compose a piece of music to suitably support a piece of theatre or film, calling key knowledge and musical skills covered in the year.  Compose melodies/leitmotifs to portray characters and

		of texture.				moods.  Be able to identify and create both major and minor chords.  Being able to notate musical ideas to aide in performance of their piece.
<b>Link to Exam Board AOs</b>	<b>Component 2 (AO1)</b> <ul style="list-style-type: none"> <li>Develop knowledge, understanding and skills needed to communicate effectively as musicians</li> <li>Develop awareness of music technologies and their use in the creation and presentation of music</li> </ul>	<b>Component 2 (AO1)</b> <ul style="list-style-type: none"> <li>Perform with technical control, expression and interpretation.</li> <li>Develop performing skills individually and in groups to communicate musically with fluency and control of the resources used</li> <li>Develop knowledge, understanding and skills needed to communicate effectively as musicians</li> </ul>	<b>Component 2 (AO1)</b> <ul style="list-style-type: none"> <li>Develop awareness of music technologies and their use in the creation and presentation of music</li> </ul> <b>Component 3 (AO2)</b> <ul style="list-style-type: none"> <li>Select and use musical elements in composition with perception and insight</li> <li>Develop awareness of a variety of instruments, styles and approaches to performing and composing</li> <li>Develop</li> </ul>	<b>Component 2 (AO1)</b> <ul style="list-style-type: none"> <li>Perform with technical control, expression and interpretation.</li> <li>Develop performing skills individually and in groups to communicate musically with fluency and control of the resources used</li> <li>Broaden musical experience and interests, develop imagination and foster creativity</li> <li>Develop</li> </ul>	<b>Component 2 (AO1)</b> <ul style="list-style-type: none"> <li>Perform with technical control, expression and interpretation.</li> <li>Develop performing skills individually and in groups to communicate musically with fluency and control of the resources used</li> <li>Broaden musical experience and interests, develop imagination and foster creativity</li> <li>Develop</li> </ul>	<b>Component 2 (AO1)</b> <ul style="list-style-type: none"> <li>Perform with technical control, expression and interpretation.</li> <li>Develop performing skills individually and in groups to communicate musically with fluency and control of the resources used</li> <li>Broaden musical experience and interests, develop imagination and foster creativity</li> <li>Develop</li> </ul>

			ideas creatively using musical elements and features	<p>knowledge, understanding and skills needed to communicate effectively as musicians</p> <ul style="list-style-type: none"> <li>• Develop awareness of a variety of instruments, styles and approaches to performing and composing</li> </ul>	<p>knowledge, understanding and skills needed to communicate effectively as musicians</p> <ul style="list-style-type: none"> <li>• Develop awareness of a variety of instruments, styles and approaches to performing and composing</li> <li>• Develop awareness of music technologies and their use in the creation and presentation of music</li> </ul>	<p>knowledge, understanding and skills needed to communicate effectively as musicians</p> <ul style="list-style-type: none"> <li>• Develop awareness of a variety of instruments, styles and approaches to performing and composing</li> <li>• Develop awareness of music technologies and their use in the creation and presentation of music</li> </ul> <p><b>Component 3 (AO2)</b></p> <ul style="list-style-type: none"> <li>• Select and use musical elements in composition with perception and insight</li> </ul>
<b>School specific assessment</b>	Baseline assessment through listening tests.	Baseline assessment through listening tests.  Premier solo performance assessed.	Peer assessment of each group's composition.  Unit summative assessment through Graphic Score	Group performance summative assessment.	Assessed duet performance of a classical piano piece.	Summative assessment cross curricular (drama).

			listening paper.			
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