

Year 7	T1	T2	T3	T4	T5	T6
Content / Topic for Term	Being unique Performing 'Talking Drums' Composing a group rhythmic piece	One love Performing 'One Love' and 'Last Christmas' Improvise in a Chinese style	Christmas music Performing Christmas songs	Folk Music Perform 'Drunken Sailor' and 'Scarborough Fair and 'Bonnie'	Samba Performing 'Samba de Janeiro' and 'Havana'	Structure and form (music technology where available) Perform and compose a piece in binary, ternary or rondo form using Sibelius or notation
Key Knowledge for acquisition, recall and application in assessment or exam	Basic note values Basic rhythmic notation Simple time signatures Texture and timbre Development of critical faculties: • how to self- assess and how to assess others	Understanding off- beats and syncopation Triads and chords Use of song texture Reading staff notation Pentatonic scale Understanding how and when a drone accompaniment might be used	Identifying musical structures: • intro • verse • chorus • bridge Minor keys and chords - Dm, Am Recognise and select suitable instruments Simple arranging techniques and musical features such as pedal notes and ostinato	Context and styles of Folk Music Major and minor keys – basic differences Sharps, flats, semitones and key signatures Features of timbre, texture, structure and rhythm in folk music Simple chords on the guitar	Layered rhythmic parts in Samba Call and response Identifying typical Samba features Different percussion instruments used in the genre Variations in rhythm and timbre in or to create a contemporary feel	Understanding of composition structures Understanding of antecedent and consequent phrases: • rhythmic symmetry • harmonic balance Making an accurate representation of student's own compositions using staff notation

Key skills to apply in assessment or exam	<p>Read and clap note values</p> <p>Listen, play and perform accurately and in time</p> <p>Group music – making, decision making and musical engagement with others</p> <p>Combining rhythms into simple patterns</p> <p>Using varying texture</p> <p>Maintaining an independent line in a group</p>	<p>Singing</p> <p>Playing an off-beat</p> <p>C, F, G triads</p> <p>Playing a piece in three parts with a partner</p> <p>Playing with two hands:</p> <ul style="list-style-type: none"> • melody with a drone or chord <p>Playing from a score, pitch notation without relying on letter names</p> <p>Pentatonic improvisation</p>	<p>Developing fluency in keyboard skills:</p> <ul style="list-style-type: none"> • syncopated rhythms and irregular phrases <p>Playing a melody with minor chords - Am, Dm</p> <p>Playing from a score with treble and bass clefs</p> <p>Arranging familiar material to suit the group's vocal and instrumental abilities</p> <p>Creating textures with melody, chords and harmony parts</p>	<p>Singing:</p> <ul style="list-style-type: none"> • riffs • counter melodies • call & response <p>Chords of Dm, Em, Am</p> <p>Four part arrangements</p> <p>Triple time</p> <p>Using sharps and flats</p> <p>Guitar chords of A, E, D</p> <p>Aural skills:</p> <ul style="list-style-type: none"> • identifying musical features in relation to timbre, texture, structure and rhythm <p>Minor and modal tonality</p>	<p>Spontaneous improvisation using rhythm patterns, triplets and syncopation</p> <p>Reading and performing complex and irregular rhythm patterns</p> <p>Maintaining an independent rhythm</p> <p>Group performance with changing rhythmic patterns and sections</p> <p>Playing a rhythmic accompaniment to a melody/song with major and minor chords</p>	<p>Developing independent keyboard skills:</p> <ul style="list-style-type: none"> • synchronised playing with two hands with melody/matching chords <p>Performing fluently and in time with a partner</p> <p>Creative musical arrangement using a basic theme as a starting point</p> <p>Critical music engagement and active learning with a partner</p>
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Music
Year 7 curriculum map

Title of Knowledge Organiser	Being Unique	One Love	Christmas Music	Folk Music	Samba Music	Structure & Form
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