



St George's School
Music Department
Year 7 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>THE BIG IDEAS & KNOWLEDGE <i>Overview of topics or key questions</i></p>	<p>Haunted House Chromaticism / Dissonance Instrumental sounds Texture (Composition)</p>	<p>Medieval Music Rhythm and Percussion Ostinato Treble Clef / Notation (Performance)</p>	<p>Four Chord Song Major and Minor Bass Lines and Riffs 4/4 Metre (Composition)</p>	<p>Swan Lake Dynamics / Expression Ensemble Skills Melody Chords (Performance)</p>	<p>Train Project Ostinato / Motifs World Music Broken Chords (Composition)</p>	<p>William Tell Tempo / Pulse Intervals Describing Melody (Performance)</p>
<p>SKILLS & STRATEGIES <i>Procedural knowledge, literacy and numeracy skills</i></p>	<p>Discovery of how music adds to the atmosphere of a film scene, and some of the techniques it uses to achieve this. Students then put this into practice by using these techniques to compose a piece of music for a scene with the goal of successfully creating a specific mood. Singing Ghost of Tom Ghostbusters</p>	<p>Introduction to notation, pitch, rhythm and singing. Baseline assessment of “Mattachins” recording using garageband. Students taught to input a rhythmic pattern using percussion sounds, reading quavers and crotchets. Extensions into chords / melody to demonstrate ability. Singing Ostinato Song Scarborough Fair</p>	<p>Year 8 will be reintroduced to triad chords – major and minor. Students produce a backing track containing a chord sequence, bass line and percussive track. They will use a pentatonic scale to compose a short riff (repeating catchy idea) 4/4 in a bar (numeracy) revisited. Singing Country Roads Someone Like You</p>	<p>Students will learn the Swan Lake theme (A and B as extension) as either a piano solo / duet or on their own instrument. Performance is to focus on dynamics, and students will use Italian language to describe their sections. Quavers and crotchets revisited, introducing minims. Singing Sleeping Beauty Theme Song of Volga Boatmen</p>	<p>Students compose a piece of music depicting a train passing through multiple different countries. Students will learn what instruments are common in countries around the world and will combine them to create different “soundscapes”. Singing Choo’Choo Ch’Boogie</p>	<p>Students will learn to play the William Tell melody – recording it in 2 different tempi – with the extension of including an accelerando. Developing notation reading, with focus on describing intervals, steps and leaps in movement. Singing Robin Hood</p>
<p>FEEDBACK <i>Noteworthy tasks and assessments</i></p>	<p>Haunted House compositions uploaded to Google Classroom. Feedback on individual assessment tracker as WWW/EBI. Peer assessments recorded by students with guided language on Assessment Task Sheet.</p>	<p>Mattachins multi-track recordings uploaded to Google Classroom. Feedback on individual assessment tracker as WWW/EBI. Peer assessments recorded by students with guided language on Assessment Task Sheet.</p>	<p>Four Chord Songs compositions uploaded to Google Classroom. Feedback on individual assessment tracker as WWW/EBI. Peer assessments recorded by students with guided language on Assessment Task Sheet.</p>	<p>Swan Lake performed live on classroom acoustic pianos / own instruments. Feedback on individual assessment tracker as WWW/EBI. Peer assessments recorded by students with guided language on Assessment Task Sheet.</p>	<p>Train Project compositions uploaded to Google Classroom. Feedback on individual assessment tracker as WWW/EBI. Peer assessments recorded by students with guided language on Assessment Task Sheet.</p>	<p>William Tell multi-track recordings uploaded to Google Classroom. Feedback on individual assessment tracker as WWW/EBI. Peer assessments recorded by students with guided language on Assessment Task Sheet.</p>

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BREADTH <i>Opportunities, trips, wider reading, cultural capital</i>	Class contextual discussions: Music as a story telling device. Links to film music, programme music and tension building through dissonance.	Class contextual discussions: Secular and Sacred Music – cultural significance and historical impact. Links between technology and musical instrument development.	Class contextual discussions: Important of structure – to music, literacy and well-being.	Class contextual discussions: Music and movement – synchronisation. Tchaikovsky’s life, LGBT discrimination and expression and emotion in music.	Class contextual discussions: World Music and traditional instrumentation.	Class contextual discussions: Story of William Tell – resilience, anarchy and resistance!
	House Music Individual performance opportunity for Junior Chapel	Department extra-curricular groups launch. Junior Choir, Boys Choir and Training Concert Band. Small ensembles specifically tailored to Year 7/8 members - Christmas	Extra-curricular groups continue, re-advertised for new membership and new repertoire. Respond to Year 7 Parent Consultation information	Extra-curricular groups prepare for Spring Concert – presentation to audience of repertoire and celebration of achievements	Consolidation of Larger Extra-Curricular groups into School Choir and Concert Band. New Members invited to Jazz Band and Boys Choir.	Extra-Curricular groups continue with focus on Summer Send-Off – which prioritises lower school soloists / duets. Concert to audience, and reflection on years Music EC Programme
KEY VOCABULARY <i>Important words and phrases</i>	Dissonance, Accidentals, Chromatic Scale, Minor, Major, Interval, Texture, Motif, Semi-Tone	Notation, Pitch, Quaver, Crotchet, Ostinato, Percussion, Drone, Melody, Chords	Triad, inversion, texture, bass line, popular music, rock, guitar, drum-kit, riff, hook and 4/4	Chords, Melody, Ballet, Dynamics, Contrast, Forte, Piano, Romantic, Movement, Ensemble listening, major/minor	World Instruments, Structure, Ostinato, broken chords, alberti bass, pedal, tempo, accelerando	Tempo, Presto, Largo, Allegro, Andante Interval, perfect fourth, repetition, ritenuto