

# Curriculum Map Year 7



Calendar	Big Question	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
<p>Unit 1 <b>Vocal Music</b></p> <p><a href="#">Link to Vocal Music GCSE – Henry Purcell and Queen.</a></p> <p><a href="#">Links to GCSE Composition coursework.</a></p>	<p><b>How do composers set words to music?</b></p>	<p>What is melody? How do composers use pitch to create melody? How do composers use duration/ rhythm to create melody? What are Scales / Modes? What is the Dorian Mode? What is the Ionian Mode? What is the Aeolian Mode?</p> <p>What are syllabic and melismatic text settings?</p> <p>What is word painting?</p> <p>How do composers create a coherent composition using text?</p>	<p>Links to National Curriculum and GCSE <b>Performance/Composition</b> Criteria – scaled to KS3.</p> <p>Week 3 interim (formative) assessment Week 6 Final Performance (summative) Assessment</p> <p><b>Performance Criteria (GCSE):</b></p> <ol style="list-style-type: none"> <li>1. Technical control of voice</li> <li>2. Expression and Interpretation</li> <li>3. Accuracy and fluency</li> </ol> <p><b>Composition Criteria (GCSE):</b></p> <ol style="list-style-type: none"> <li>1. Developing musical ideas</li> <li>2. Demonstrating technical control</li> <li>3. Composing with musical coherence</li> </ol>	<p><b>Week 3:</b> Listening and appraising homework on Liturgical music.</p> <p><b>Week 6:</b> Reflection and evaluation</p>

<p>Unit 2 <b>Drumming in simple time signatures</b></p> <p><a href="#">Link to Fusions GCSE - Afro Celt Sound System/ Samba Em Preludio.</a></p> <p><a href="#">Links to GCSE Composition coursework.</a></p>	<p><b>How do composers create pieces using percussion instruments, rhythm and texture?</b></p>	<p>What are time signatures? What are simple time signatures? What is common time? What are the note durations/ rhythm patterns in common time? What are the correct hand positions for drumming simple rhythms? What is homorhythm? What is polyrhythm? What is a rhythmical cadence? How do we compose a one bar rhythm? How do we compose a four bar rhythm? What is structure? What is an additive / subtractive structure? How do we structure a coherent piece?</p> <p>How do composers create a coherent composition using features of African Drumming?</p>	<p>Links to National Curriculum and GCSE <b>Performance/ Composition</b> Criteria - scaled to KS3.</p> <p>Week 3 interim (formative) assessment Week 6 Final Performance (summative) Assessment</p> <p><b>Performance Criteria (GCSE):</b> 1. Technical control of instrument 2. Expression and Interpretation 3. Accuracy and fluency</p> <p><b>Composition Criteria (GCSE):</b> 1. Developing musical ideas 2. Demonstrating technical control 3. Composing with musical coherence</p>	<p><b>Week 3:</b> Listening and appraising homework on African drumming piece.</p> <p><b>Week 6:</b> Reflection and evaluation</p>
<p>Unit 3 <b>Japanese Music</b></p> <p><a href="#">Link to Fusions GCSE - Afro Celt</a></p>	<p><b>How do composers use features of World Music to create effective composition</b></p>	<p>What is Haiku? What are Pentatonic scales? What is the Minor Pentatonic? What is a Drone/ Dyad? What are Tonics and Dominants? What is the <b>Shakuhachi</b>? What is the <b>Shamisen</b>? What is the <b>Koto</b>?</p>	<p>Links to National Curriculum and GCSE <b>Performance/ Composition</b> Criteria - scaled to KS3.</p> <p>Week 3 interim (formative) assessment Week 6 Final Performance (summative) Assessment</p>	<p><b>Week 3:</b> Listening and appraising homework on Japanese music.</p>

<p>Sound System/ Samba Em Preludio.</p> <p>Links to GCSE <b>Composi tion</b> coursewor k.</p>	<p><b>ons?</b></p>	<p>What is Ternary Form?</p> <p>How do composers create a coherent composition using features of World music?</p>	<p><b>Performance Criteria (GCSE):</b> 1. Technical control of instrument 2. Expression and Interpretation 3. Accuracy and fluency</p> <p><b>Composition Criteria (GCSE):</b> 1. Developing musical ideas 2. Demonstrating technical control 3. Composing with musical coherence</p>	<p><b>Week 6:</b> Reflection and evaluation</p>
<p>Unit 4: <b>Sangita ~ Music of India</b></p> <p>Link to <b>Fusions</b> GCSE – Afro Celt Sound System/ Samba Em Preludio.</p> <p>Links to GCSE <b>Composi tion</b> coursewor</p>	<p><b>How do composers use features of the Hindustani Classical Tradition to create music for reflection and worship?</b></p>	<p>What is the role/ function of Hindustani Classical Music? What is Raga Desh? What are the ascending and descending pitches of Raga Desh? What is the correct hand position to play the pitches of Raga Desh at the Keyboard? What are Sa and Pa (Tonic and Dominant)?</p> <p>What are the structures in Hindustani Classical Music: Alaap/ Jhor/ Jhalla/ Gat?</p> <p>How do composers use tempo, dynamics, pitch and rhythm to create an Alaap section? How do composers use tempo, dynamics, pitch and rhythm to create a Gat section?</p> <p>How do composers create a coherent composition using features of Hindustani Classical Music?</p>	<p>Links to National Curriculum and GCSE <b>Performance/ Composition</b> Criteria – scaled to KS3.</p> <p>Week 3 interim (formative) assessment Week 6 Final Performance (summative) Assessment</p> <p><b>Performance Criteria (GCSE):</b> 1. Technical control of instrument 2. Expression and Interpretation 3. Accuracy and fluency</p> <p><b>Composition Criteria (GCSE):</b> 1. Developing musical ideas 2. Demonstrating technical control 3. Composing with musical</p>	<p><b>Week 3:</b> Listening and appraising homework on Hindustani Classical Music.</p> <p><b>Week 6:</b> Reflection and evaluation</p>

k.			coherence	
<p>Unit 5: <b>Variation Form</b></p> <p>Links to GCSE <b>Composition</b> coursework.</p>	<p><b>How do composers create fluency and contrast in their compositions?</b></p>	<p>What is a musical theme? How are musical notes displayed on a stave with the treble clef? What is the correct hand position to play the theme at the keyboard? What are variations? What are triads/ chords and harmony? Which pitches are used in the chords C, F and G major? What is the correct hand position to play chords C, F and G major? What are inversions?</p> <p>How are the elements of music exploited to create contrast:</p> <ol style="list-style-type: none"> <li>1. Melody?</li> <li>2. Rhythm?</li> <li>3. Pitch?</li> <li>4. Ostinato?</li> <li>5. Texture?</li> <li>6. Technology?</li> <li>7. Structure?</li> <li>8. Harmony?</li> <li>9. Instrumentation/ Timbre?</li> <li>10. Dynamics?</li> </ol> <p>How do composers create a coherent compositions using variation Form?</p>	<p>Links to National Curriculum and GCSE <b>Performance/ Composition</b> Criteria – scaled to KS3.</p> <p>Week 3 interim (formative) assessment Week 6 Final Performance (summative) Assessment</p> <p><b>Performance Criteria (GCSE):</b></p> <ol style="list-style-type: none"> <li>1. Technical control of instrument</li> <li>2. Expression and Interpretation</li> <li>3. Accuracy and fluency</li> </ol> <p><b>Composition Criteria (GCSE):</b></p> <ol style="list-style-type: none"> <li>1. Developing musical ideas</li> <li>2. Demonstrating technical control</li> <li>3. Composing with musical coherence</li> </ol>	<p><b>Week 3:</b> Listening and appraising homework on Paganini ~ Caprice No. 24</p> <p><b>Week 6:</b> Reflection and evaluation</p>