

Curriculum Map Year 7

Calendar	Big Question	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
Unit 1 Vocal Music	How do composers set words to music?	<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 Performance/ Composition Criteria – scaled to KS3.</p> <p>Week 3 interim (formative) assessment Week 6 Final Performance (summative) Assessment</p> <p>Performance Criteria (GCSE): 1. Technical control of voice 2. Expression and Interpretation 3. Accuracy and fluency</p> <p>Composition Criteria (GCSE): 1. Developing musical ideas 2. Demonstrating technical control 3. Composing with musical coherence</p>	<p>Week 3 & 9: Listening and appraising homework on Liturgical music.</p> <p>Week 6 & 12: Reflection and evaluation.</p>
Unit 2 Drumming in simple	How do composers create pieces using	<p>What are time signatures? What are simple time signatures? What is common time?</p>	<p>Links to National Curriculum and GCSE Performance/ Composition Criteria – scaled to KS3.</p>	Week 3:

time signatures	percussion instruments, rhythm and texture?	<p>What are the note durations/ rhythm patterns in common time?</p> <p>What are the correct hand positions for drumming simple rhythms?</p> <p>What is homorhythm?</p> <p>What is polyrhythm?</p> <p>What is a rhythmical cadence?</p> <p>How do we compose a one bar rhythm?</p> <p>How do we compose a four bar rhythm?</p> <p>What is structure?</p> <p>What is an additive / subtractive structure?</p> <p>How do we structure a coherent piece?</p> <p>How do composers create a coherent composition using features of African Drumming?</p>	<p>Week 3 interim (formative) assessment</p> <p>Week 6 Final Performance (summative) Assessment</p> <p>Performance Criteria (GCSE):</p> <ol style="list-style-type: none"> 1. Technical control of instrument 2. Expression and Interpretation 3. Accuracy and fluency <p>Composition Criteria (GCSE):</p> <ol style="list-style-type: none"> 1. Developing musical ideas 2. Demonstrating technical control 3. Composing with musical coherence 	<p>Listening and appraising homework on African drumming piece.</p> <p>Week 6: Reflection and evaluation</p>
Unit 3: Sangita ~ Music of India	How do composers use features of the Hindustani Classical Tradition to create music for reflection and worship?	<p>What is the role/ function of Hindustani Classical Music?</p> <p>What is Raga Desh?</p> <p>What are the ascending and descending pitches of Raga Desh?</p> <p>What is the correct hand position to play the pitches of Raga Desh at the Keyboard?</p> <p>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?</p> <p>How do composers use tempo, dynamics, pitch and rhythm to create a Gat section?</p>	<p>Links to National Curriculum and GCSE Performance/ Composition Criteria – scaled to KS3.</p> <p>Week 3 interim (formative) assessment</p> <p>Week 6 Final Performance (summative) Assessment</p> <p>Performance Criteria (GCSE):</p> <ol style="list-style-type: none"> 1. Technical control of instrument 2. Expression and Interpretation 3. Accuracy and fluency <p>Composition Criteria (GCSE):</p> <ol style="list-style-type: none"> 1. Developing musical ideas 2. Demonstrating technical control 3. Composing with musical coherence 	<p>Week 3: Listening and appraising homework on Hindustani Classical Music.</p> <p>Week 6: Reflection and evaluation</p>

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