

Curriculum Mapping

Year: Year 7

Subject: Music

| Term | Week | Focus | Summary | Learning Outcomes | Parental Support | Independent Learning |
|------|------|-----------------------------|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------------------------------------------------------------------------------------------|
| 1A | 1 | Rhythm 1; Feeling the Pulse | Students learn to feel and tap the pulse, and how it is different to rhythm | Students will be able to tap the pulse along with music tap the rhythm along with music perform a song and tap both the pulse and the rhythm | Link to...slides? | https://www.youtube.com/watch?v=_x0qrYh9Yxw |
| | 2 | Rhythm 2; Notating Rhythm | Students learn 3 note types; Crotchets, Minims, and Semibreves | Students will be able to read and write 3 note types using syllables ta; ta-a, and ta-a-a-a | | |
| | 3 | Rhythm 3; Time Signatures | Students learn music in time signatures, quavers, and rests | Students will be able to read short rhythms including rests, quavers, minims, semibreves, and crotchets | | |
| | 4 | Pitch 1 | Students learn about high and low pitch | Students will be able to identify high and low sounds on a piano, and will write music using simple lines | | |

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| | 5 | Pitch 2 | Students will learn to read notes of the staff | Students will be able to read simple melodies | | |
| | 6 | Final Performance | Students will learn to play a simple piece of music by reading. | Students will learn to play a simple piece of music with two parts, as an ensemble | | |
| | 7 | Final Performance | Students will continue to learn a simple piece of music and will end in a final performance | Students will be able to play a simple piece of music with two parts, as an ensemble | | |

Rhythm and Meter Focus

| Term | Week | Focus | Summary | Learning Outcomes | Parental Support | Independent Learning |
|-----------|------|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|----------------------|
| 1B | 1 | feeling the pulse and introduction to Bele Mama | Students will recap learning to feel the pulse in different kinds of music. They will be introduced to Bele mama, a Cameroonian folk song | Students will be able to tap the pulse by listening to music Students can identify the difference between the pulse and the rhythm students will be able to sing "Bele Mama" in Unison | | |
| | 2 | Bele Mama as a round with percussion Ostinato | Students will learn to sing in rounds, and apply a basic percussion ostinato underneath Bele Mama | Students will be able to sing Bele Mama as a round Students will be able to perform a basic ostinato, and accompany each other | | |

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| | 3 | Strong and Weak beats: 4 beats to the bar | Students will learn about bars, and the feeling of 4 beat groupings. Students will emphasize the downbeat while singing songs in 4 | Students will be able to feel groups of 4. Students will be able to emphasize the downbeat whilst singing | | |
| | 4 | Applying strong and weak beats to Bele Mama | Students will sing Bele Mama, this time emphasizing the first beat with body percussion | | | |
| | 5 | Strong and Weak beats: 3 beats to a bar | Students will learn to feel music with 3-beat groupings | | | |
| | 6 | strong and weak beats: 5 beats to a bar | Students will learn to feel music with 5-beat groupings. | | | |
| | 7 | Performing as a class | Students will perform Bele Mama, as an arrangement, with percussion ostinato and body percussion. | | | |

Keyboard Fundamentals

| Term | Week | Focus | Summary | Learning Outcomes | Parental Support | Independent Learning |
|------|------|-------|---------|-----------------------------------------------------------------------------------------|------------------|----------------------|
| 2A | 1 | | | Students will be able to identify the notes C-G and play a simple melody in C position. | | |
| | 2 | | | Students will be able to play the first two phrases of Ode to Joy | | |

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| | 3 | | | Students will be able to play the whole melody of Ode to Joy | | |
| | 4 | | | Students will be able to play the first two phrases of twinkle twinkle little star | | |
| | 5 | | | Students will be able to play the melody of Twinkle, Twinkle, Little Star | | |
| | 6 | | | Students will be able to play | | |
| | 7 | | | | | |

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| 2B | 1 | | | | | |
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| 3A | 1 | | | | | |
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| 3B | 1 | | | | | |
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