



St George's School
Music Department
Year 7 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THE BIG IDEAS & KNOWLEDGE <i>Overview of topics or key questions</i>	Baseline Assessment Medieval Music Rhythm and Percussion School Song (Performance)	Haunted House Chromaticism Chords Texture (Composition)	Swan Lake Dynamics / Expression Ensemble Skills Melody (Performance)	Train Project Ostinato / Motifs World Music Broken Chords (Composition)	William Tell Tempo / Pulse Intervals Describing Melody (Performance)	Spanish Dance Free-time Polyrhythmic Texture Phrygian Scale (Composition)
SKILLS & STRATEGIES <i>Procedural knowledge, literacy and numeracy skills</i>	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.	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.	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.	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".	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.	Introduction to Opera and Spanish Music. Students will read the story of Bizet's Carmen, and identify features of Spanish music and polyrhythms. Students will compose a Spanish themed piece in contrasting binary sections – featuring both free-time and metred music.
FEEDBACK <i>Noteworthy tasks and assessments</i>	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.	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.	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.	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.	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.	Spanish Dance compositions uploaded to Google Classroom. Feedback on individual assessment tracker as WWW/EBI. Year 7 Knowledge Exam (multiple choice) including listening and appraisal questions completed in lesson.

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BREADTH <i>Opportunities, trips, wider reading, cultural capital</i>	Class contextual discussions: Secular and Sacred Music – cultural significance and historical impact. Links between technology and musical instrument development.	Class contextual discussions: Music as a story telling device. Links to film music, programme music and tension building through dissonance.	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!	Class contextual discussions: Story of Carmen, feminism and gender equality, toxic masculinity. Europeanism – French language and Spanish Music.
	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.	Extra-curricular groups continue, re-advertised for new membership and new repertoire. Respond to Year 7 Parent Consultation information	Extra-Curricular groups continue with focus on Spring Concert – all groups participating. Lunch-time Solo recital for Year 7 soloists (auditioned)	Consolidation of Extra-Curricular groups into School Choir and Orchestra. Auditions for Jazz Band and Senior Orchestra from Training Band.	Extra-curricular music continues – culminating in end of year production.
KEY VOCABULARY <i>Important words and phrases</i>	Notation, Pitch, Quaver, Crotchet, Ostinato, Percussion, Drone, Melody, Chords	Dissonance, Accidentals, Chromatic Scale, Minor, Major, Interval, Texture, Motif, Semi-Tone	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	Binary structure, phrygian scale, contrast, polyrhythmic, cross-rhythms, ornamentation, opera