

# Y7 Music Curriculum Progression Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Dates</b>	4 <sup>th</sup> September – 20 <sup>th</sup> October	30 <sup>th</sup> October – 15 <sup>th</sup> December	2 <sup>nd</sup> January – 9 <sup>th</sup> February	19 <sup>th</sup> February – 23 <sup>rd</sup> March	9 <sup>th</sup> April – 25 <sup>th</sup> May	4 <sup>th</sup> June – 24 <sup>th</sup> July
<b>Weeks</b>	7 Weeks	7 Weeks	6 Weeks	5 Weeks	5 Weeks	7 weeks
<b>Lessons</b>	7 Lessons	7 Lessons split at teacher's discretion	6 Lessons split at teacher's discretion	5 Lessons split at teacher's discretion	7 Lessons split at teacher's discretion	7 Lessons split at teacher's discretion
<b>Unit Title</b>	Graphic scores and notation					
<b>Sequence</b>	<ul style="list-style-type: none"> <li>• Introductions and personal musical information</li> <li>• Graphic scores – creativity and what is music?</li> <li>• Rhythmic notation, reinforced by clapping/drumming/keyboards</li> </ul>	Dependent on room allocation <ul style="list-style-type: none"> <li>• Keyboards</li> <li>• Guitars</li> <li>• Drumming</li> <li>• History</li> <li>• ICT / composition</li> </ul>	Dependent on room allocation <ul style="list-style-type: none"> <li>• Keyboards</li> <li>• Guitars</li> <li>• Drumming</li> <li>• History</li> <li>• ICT / composition</li> </ul>	Dependent on room allocation <ul style="list-style-type: none"> <li>• Keyboards</li> <li>• Guitars</li> <li>• Drumming</li> <li>• History</li> <li>• ICT / composition</li> </ul>	Dependent on room allocation <ul style="list-style-type: none"> <li>• Keyboards</li> <li>• Guitars</li> <li>• Drumming</li> <li>• History</li> <li>• ICT / composition</li> </ul>	Dependent on room allocation <ul style="list-style-type: none"> <li>• Keyboards</li> <li>• Guitars</li> <li>• Drumming</li> <li>• History</li> <li>• ICT / composition</li> </ul>
<b>Rationale</b>	<p>Pupils are baselined upon entry into year 7 and this test builds upon any prior knowledge that pupils have from KS2 and handouts that were given out as part of transition in Year 6. We also take into account the diverse nature of students' musical experiences. Many pupils will not have studied Music in any great detail before, and they may be in the same class as instrumentalists who have been learning for years.</p> <p>Graphic scores puts students on a more level, creative playing field, whilst rhythmic notation allows us to ensure that all students have a basic knowledge going forward.</p>	<p>Good musicians are made by practising skills regularly – a little and often. The larger the gap between these practices, the more the skills deteriorate. This is also true of music theory such as notation: it is much more interesting and motivating to incorporate this learning into, for example, a keyboard lesson, than to have an 'academic' written lesson. The end product will be more enjoyable and effectively retained employing the former as a tool.</p>	See previous box.	See previous box.	See previous box.	
<b>Key Building Blocks</b>	Knowledge of: <ul style="list-style-type: none"> <li>• Difference between beat and rhythm</li> <li>• Basic compositional skills</li> <li>• Basic rhythmic notation</li> </ul>	Depending on unit delivered - knowledge of: <ul style="list-style-type: none"> <li>• 4 musical periods and key features</li> <li>• Keyboard/guitar/drum technique</li> <li>• Musical/tab/drum notation</li> <li>• 'RABBIT' words and composition</li> <li>• Instrumental families and key instruments</li> </ul>	Depending on unit delivered - knowledge of: <ul style="list-style-type: none"> <li>• 4 musical periods and key features</li> <li>• Keyboard/guitar/drum technique</li> <li>• Musical/tab/drum notation</li> <li>• 'RABBIT' words and composition</li> <li>• Instrumental families and key instruments</li> </ul>	Depending on unit delivered - knowledge of: <ul style="list-style-type: none"> <li>• 4 musical periods and key features</li> <li>• Keyboard/guitar/drum technique</li> <li>• Musical/tab/drum notation</li> <li>• 'RABBIT' words and composition</li> <li>• Instrumental families and key instruments</li> </ul>	Depending on unit delivered - knowledge of: <ul style="list-style-type: none"> <li>• 4 musical periods and key features</li> <li>• Keyboard/guitar/drum technique</li> <li>• Musical/tab/drum notation</li> <li>• 'RABBIT' words and composition</li> <li>• Instrumental families and key instruments</li> </ul>	Knowledge of: <ul style="list-style-type: none"> <li>• Keyboard/guitar/drum technique</li> <li>• Musical/tab/drum notation</li> <li>• 'RABBIT' words and composition</li> <li>• Instrumental families and key instruments</li> </ul>
<b>Retrieval Practices</b>	Do Now activities Low stakes quizzes Interleaved themes Self-quizzing homework	Do Now activities Low stakes quizzes Interleaved themes Self-quizzing homework	Do Now activities Low stakes quizzes Interleaved themes Self-quizzing homework	Do Now activities Low stakes quizzes Interleaved themes Self-quizzing homework	Do Now activities Low stakes quizzes Interleaved themes Self-quizzing homework	Mini whiteboard activities Do Now activities Low stakes quizzes Interleaved themes Self-quizzing homework <b>Performing – Listening - Composing</b>
<b>Key Skills</b>	<b>Performing – Listening - Composing</b> Speaking Reading Writing	<b>Performing – Listening - Composing</b> Speaking Reading Writing	<b>Performing – Listening - Composing</b> Speaking Reading Writing	<b>Performing – Listening - Composing</b> Speaking Reading Writing	<b>Performing – Listening - Composing</b> Speaking Reading Writing	<b>Performing – Listening - Composing</b> Speaking Reading Writing
<b>Key terms</b>	<ul style="list-style-type: none"> <li>• Rhythm – beat – crotchets – quavers – semiquavers – minims – semibreves - rests – (triplets)</li> <li>• Graphic scores – composition – dynamics – tempo – conductor – texture – (timbre - ties)</li> </ul>	Depending on unit delivered - knowledge of: <ul style="list-style-type: none"> <li>• Texture – layers – shape – dynamics – tempo – form/structure</li> <li>• Orchestra – woodwind – strings – brass – percussion (+ many key instruments) – timbre</li> <li>• Baroque – Classical – Romantic – Modern (+key composers)</li> </ul>	Depending on unit delivered - knowledge of: <ul style="list-style-type: none"> <li>• Texture – layers – shape – dynamics – tempo – form/structure</li> <li>• Orchestra – woodwind – strings – brass – percussion (+ many key instruments) – timbre</li> <li>• Baroque – Classical – Romantic – Modern (+key composers)</li> </ul>	Depending on unit delivered - knowledge of: <ul style="list-style-type: none"> <li>• Texture – layers – shape – dynamics – tempo – form/structure</li> <li>• Orchestra – woodwind – strings – brass – percussion (+ many key instruments) – timbre</li> <li>• Baroque – Classical – Romantic – Modern (+key composers)</li> </ul>	Depending on unit delivered - knowledge of: <ul style="list-style-type: none"> <li>• Texture – layers – shape – dynamics – tempo – form/structure</li> <li>• Orchestra – woodwind – strings – brass – percussion (+ many key instruments) – timbre</li> <li>• Baroque – Classical – Romantic – Modern (+key composers)</li> </ul>	N/A
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>• This is inherent in rhythmic notation and beats in a bar</li> </ul>	<ul style="list-style-type: none"> <li>• Continually reinforced through notations</li> <li>• History timeline</li> </ul>	<ul style="list-style-type: none"> <li>• Continually reinforced through notations</li> <li>• History timeline</li> </ul>	<ul style="list-style-type: none"> <li>• Continually reinforced through notations</li> <li>• History timeline</li> </ul>	<ul style="list-style-type: none"> <li>• Continually reinforced through notations</li> <li>• History timeline</li> </ul>	N/A
<b>Formative Assessment</b>	Peer & Self-Assessment Model performance/answer evaluation Low stakes quizzes Teacher feedback for practical skills	Peer & Self-Assessment Model performance/answer evaluation Low stakes quizzes Teacher feedback for practical skills	Peer & Self-Assessment Model performance/answer evaluation Low stakes quizzes Teacher feedback for practical skills	Peer & Self-Assessment Model performance/answer evaluation Low stakes quizzes Teacher feedback for practical skills	Peer & Self-Assessment Model performance/answer evaluation Low stakes quizzes Teacher feedback for practical skills	Peer & Self-Assessment Model answer comparison Low stakes quizzes Teacher feedback
<b>Summative Assessment</b>		AP1 listening exam		AP2 listening exam		AP3 end of year listening exam
<b>SMSC &amp; Cultural Capital</b>	<ul style="list-style-type: none"> <li>• Respecting musical performances/listening</li> <li>• Extra-curricular opportunities, both formal and informal before school, at lunchtime and after school</li> <li>• Trips where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Respecting musical performances/listening</li> <li>• Extra-curricular opportunities, both formal and informal before school, at lunchtime and after school</li> <li>• Trips where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Respecting musical performances/listening</li> <li>• Extra-curricular opportunities, both formal and informal before school, at lunchtime and after school</li> <li>• Trips where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Respecting musical performances/listening</li> <li>• Extra-curricular opportunities, both formal and informal before school, at lunchtime and after school</li> <li>• Trips where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Respecting musical performances/listening</li> <li>• Extra-curricular opportunities, both formal and informal before school, at lunchtime and after school</li> <li>• Trips where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Respecting musical performances/listening</li> <li>• Extra-curricular opportunities, both formal and informal before school, at lunchtime and after school</li> <li>• Trips where appropriate</li> </ul>
<b>Linking curriculum to careers</b>						N/A