

Roundwood Park School Curriculum Map – MUSIC Year 7

A curriculum that stimulates curiosity, values diversity and offers challenge.

We help every student to love learning for life, to follow their passions and to reach their full potential.

Year 7	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Unit of Work	Baseline/Singing/ Building Blocks	Programme Music	Instruments of the Orchestra	Keyboard Skills	Electronic Dance Music	The Blues
Key Knowledge	Introduces students to the musical elements through singing & instrumental work that involves ostinato patterns. Class performance of song from a Musical	Deeper focus on the musical elements through programme music. Students study Danse Macabre and create a piece of atmospheric music in response to the poem. Students describe their work referring to the musical elements.	Introduction to the different families within the orchestra. Listening and appraising tasks	Students develop their piano keyboard skills alongside their knowledge and understanding of treble clef notation. Focus on a good playing technique	Students develop their understanding of EDM through listening and sequencing. Students will experience the process of sequencing, using samples and their own recordings, to create an EDM version of 'Uninvited'.	Pupils will explore the background to Blues music through listening and performing. Students will focus on the blues scale, 12 bar blues chords, melody, improvisation and walking bass. AAB lyrics in Blues songs
Concepts	Performance reflective learners	Composing	Listening and Appraising	Fluency, performance, listening, evaluating	Sequencing, Musical style	Performance, Improvisation reflecting,
Key Vocabulary	Pulse, metre, ostinato, unison, texture, dynamics, pitch, rhythm, tempo.	$\frac{3}{4}$ metre, melody and accompaniment,	Timbre, texture, conductor, strings, woodwind, brass, percussion, instrumentalist	Treble clef, bass clef, note values, melody, chords, hand position, legato, staccato, fluent	Quantise, sequence, panning, dynamics, loop, MIDI, sweep, remix	Blues scale, improvisation, call and response, 12 bar blues, walking bass, AAB
Oracy	Think-Pair-Share to explain the difference between pulse and rhythm to a partner, using specific examples from their class performance of a song from a Musical	Students deliver a "Musical Elements Presentation" to the class, describing how they used dynamics, tempo, and pitch to create an "atmospheric" response to the poem in their composition of <i>Danse Macabre</i>	In small groups, students act as "Orchestral Guides," presenting the unique timbre and characteristics of a specific family (e.g., Woodwind or Brass) and justifying why certain instruments are used for specific roles	Peer-Assessment Dialogues: Students use the "Success Criteria" to give verbal feedback to a peer, specifically discussing their hand position and use of legato or staccato playing techniques	"The Producer's Pitch": Students explain their sequencing process to the class, describing how they used panning, loops, and remix techniques to create their version of 'Uninvited'	Discussion: The influences and impact of Blues music
ASPIRE Habits	Question, Make Links	Collaborate, Think creatively, Plan	Think logically, Listen	Persevere, Take risks, practise, Respect all	Think logically, Collaborate	Make links, Think Creatively, Take risks, Listen

Reading Opportunities	Read the Gustav Holst's 'The Planets': a guide on the classic <i>fm</i> website			Read Piano notes The Hidden World of the Pianist by Charles Rosen	Read the <i>Music Technology from Scratch</i> - A beginner's guide to recording, mixing, and mastering music.	Read the 'History of the Blues: The Roots, the Music, the People'
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