**Year 7: 2024-2025 Curriculum Overview – Music**

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| **Term 1** |  | **Term 2** |  | **Term 3** |
| **TOPIC 1: GRAPHIC SCORES – MINIMALISM COMPOSITION**In this unit, pupils will explore the fundamental elements of music and learn how to apply them in both composition and performance. Through the use of graphic scores, pupils will notate their musical ideas in a modern and contemporary way, allowing for creativity, curiosity, and a departure from the constraints of traditional notation. They will engage with minimalist techniques, layering musical elements such as ostinatos, to compose a unique piece. Inspired by the cross-curricular influence of artist Kandinsky, pupils will design a graphic score based on their favourite place in the UAE.**TOPIC 2: COMPOSING A MELODY**In this unit, pupils will develop their composition and performance skills using traditional notation. They will revisit and expand their understanding of rhythm and pitch, learning how these elements are represented on the stave in both the treble and bass clefs. Pupils will apply mathematical concepts, such as fractions and sums, to create rhythmic patterns. Building on this, they will then explore melody by considering the shape of their rhythmic patterns before adding pitch, breaking down and scaffolding the core skills of composition. |  | **TOPIC 3: UNDERSTANDING SAMBA**In this unit, pupils will explore the cultural history, geography, and distinctive musical features of Samba music, including its traditional instruments. They will deepen their understanding of rhythmic writing and syncopation as they compose and perform a Samba polyrhythm. This process will integrate both rhythmic patterns and syllables, blending language and musical skills in a creative way.**TOPIC 4: SAMBA PERFORMANCE (CONTINUING INTO TERM 3)**In this unit, pupils will participate in teacher-led Samba workshops, where they will further explore rhythmic devices such as syncopation, triplets, and dotted rhythms, as well as texture, to create a Samba piece. Working both as a class and in small groups, pupils will apply their previous knowledge of polyrhythms to compose and perform their own Samba music. This will also incorporate the Juilliard activity ‘Introduction to Afro-Cuban Rhythms.’ |  | **TOPIC 5: VOCAL SKILLS WORKSHOPS**In this unit, pupils will explore the science behind the human voice and the larynx. They will participate in a teacher-led vocal workshop, which includes warm-up exercises and concludes with a ‘campfire song’ or traditional Arabic song. Using the skills they acquire; pupils will work in groups to plan their own workshop focused on one of the musical elements. They will then deliver their workshop to the class. |
| **Term Start** |  | **Term Start** |  | **Term Start** |
| 26/08/2023 |  | 06/01/2024 |  | 21/04/2024 |
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| **Assessment** |  | **Assessment** |  | **Assessment** |
| Pupils will be assessed on their compositional skills through two distinct approaches. Assessments will be conducted in line with the Music Assessment Matrix for Key Stage 3, adhering to the National Curriculum for England.**TOPIC 1: OUTCOME**Pupils will engage in creative thinking using graphic scores, allowing them to explore the elements of music without the constraints of traditional notation.**TOPIC 2: OUTCOME**Pupils will learn traditional rhythmic notation, beginning with rhythm as a mathematical sum and progressing to pitch. They will then compose a melody using the traditional stave notation and be assessed on this. |  | Pupils will be evaluated on their understanding of various aspects of the Samba style. Assessments will be conducted in line with the Music Assessment Matrix for Key Stage 3, adhering to the National Curriculum for England.**TOPIC 3: OUTCOME**Pupils will be assessed on their knowledge of Samba and Latin cultures, instruments and key terminology. They will also create and notate a polyrhythm using stave notation, applying the sum and fraction method to construct their rhythms.**TOPIC 4: OUTCOME**After participating in a Samba workshop, pupils will be assessed on their rhythmic performance skills, including the use of polyrhythms, syncopation, and cross rhythms. This will also incorporate activities from the Juilliard Creative Classroom resource. |  | **TOPIC 5: OUTCOME**Pupils will be assessed on both their musical and leadership skills as they plan and deliver a workshop centred on one of the musical elements. Assessments will be conducted in line with the Music Assessment Matrix for Key Stage 3, adhering to the National Curriculum for England. |