MUSIC - Y7

MAGHULL HIGH SCHOOL – CURRICULUM MAP



HALF TERM 4 FEB - MARCH	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	
TOPIC (S)	Objective: Introduction to call and response through	Objective: Discuss the background and location of the Zulus	Objective: Introduction to polyrhythm. Group composition of	Objective: Group compositions – must include; master	Objective: Further composition in groups. Demonstration of	Objective: Rehearsals and completion of group compositions	Objective: Performance of group compositions	
African Drumming	singing and rhythm. Using a variety of traditional songs pupils are encouraged to sing in unison and to provide the response.	Teach the Zulu pattern as a series of ostinati which are then combined. Soloing – use of master drummer. Soloing over a simple ostinato.	polyrhythm. Create polyrhythms as a class through splitting the class in half and giving each side the opposite rhythm. Do the same activity with 4 rhythms. Create polyrhythm by passing multiple rhythms around the circle.	drummer, soloing, call and response, polyrhythm, vocals, dynamics, attention to performance. Use pupil sheet as prompt. Show example video footage Pupils work in group of 4 or 5. using djembes and small percussion.	progress throughout with teacher and peer feedback.			
Knowledge & Skills	 Use of key musical elements – Rhythm, Tempo, Dynamics, Texture, Pitch, Melody, Harmony, Structure, Timbre Application of a number of these elements through performance and composition 							
development								
	 Use of voice in call and response. Polyrhythms and layering of parts / Performing as part of a group 							
	Use of triplets							
Assessment /	Formative teacher	Class recording –	Polyrhythm	Performance	Performance	Video	Teacher	
Feedback	assessment -	peer assessment	worksheet	planning sheet	planning sheet	recording/Self-	summative	
Opportunities	verbal					assessment	assessment	
Cultural Capital	Use of traditional African rhythms; viewing traditional ensembles.							
	Exposure to musical cultures and ideas outside of their own.							
SMSC / Promoting	Students create own ideas then work in pairs and small groups to manipulate these ideas to create a new piece							
British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect)	 Students have to both perform and respond to other students performances, so need to do so in a respectful manner 							
Reading opportunities	K.O Kessey – The Rhythm of African Drums							
Key Vocabulary	Rhythm Tempo Dyi	namics Texture Timb	ore Structure Crotch	et Quaver Rest Poly	rhythm Cross Rhythn	n Call and response		
Digital Literacy	Extension activity –	Extension activity – input composition using Sibelius (notation software) on macs						
	Firefly resources							
Cross-curricular links	Maths – use of algebra to create musical patterns							
_	RE – How are the use of traditional songs linked to religion and faith.							
Careers	How can these techniques be used by composers to create their own music?							