

MUSIC – Y7

MAGHULL HIGH SCHOOL – CURRICULUM MAP



HALF TERM 5 MAY - JUNE	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
TOPIC (S) Minimalism	Objective: Pupils are introduced to the concept of Minimalism. They listen to and perform Terry Riley's In C identifying the key features of minimalism	Objective: Using Garageband pupils compose a riff-based minimalist piece of around the idea of a train departing a station. Pupils should be encouraged to create several small ostinatos and develop them throughout the piece.	Objective: Introduction to polyrhythm. Group composition of 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.	Objective: Pupils continue working on their minimalist compositions, refining and improving them. The Mark Scheme should be introduced to make pupils aware of what is needed to achieve different levels.	Objective: Pupils continue working on their minimalist compositions, refining and improving them. The Mark Scheme should be reinforced here to make pupils aware of what is needed to achieve various marks.	Objective: Review and submission of Minimalist performances.
Knowledge & Skills development	<ul style="list-style-type: none"> Students develop as composers through the lens of minimalism. Application of rhythm, texture and timbre in a short composition. Introduction to music technology (Garageband) Responding to feedback and improving a piece of work over time. 					
Assessment / Feedback Opportunities	Class performance of In C	Garageband file – verbal feedback	Garageband file – verbal feedback	Garageband file – verbal feedback	Garageband file – verbal feedback	Garageband file submitted for assessment
Cultural Capital	<ul style="list-style-type: none"> Exposure to experimental music that students wouldn't be familiar with Exposure to musical cultures and ideas outside of their own. 					
SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect)	<ul style="list-style-type: none"> Students create own ideas then work in pairs to manipulate these ideas to create a new piece Students have to both perform and respond to other students performances, so need to do so in a respectful manner 					
Reading opportunities	<ul style="list-style-type: none"> <i>Garageband for Dummies</i> Potter – <i>Four Minimalists</i> 					
Key Vocabulary	Rhythm Tempo Dynamics Texture Timbre Structure Crotchet Quaver Rest Polyrhythm Cross Rhythm Call and response					
Digital Literacy	Extension activity – input composition using Sibelius (notation software) on macs Firefly resources					
Cross-curricular links	Maths – use of algebra to create musical patterns Art – how does the idea of being minimal influence artists work.					

Careers	How can these techniques be used by composers to create their own music?
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