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| **Core Knowledge Map** | | | |
| Subject: Music | Year: 7 | | Term: 1. Half Term 1 |
| What are we learning? | | | |
| How the Elements of Music combine to create music. | | | |
| How will I be assessed | | | |
| Quizzes. Listening to, and Appraising Music. Self-assessed.  Exploration through song and rhythmic activities.  Performance. Teacher assessed. | | | |
| Big questions: | | | |
| * How is music written down? * How do the elements combine to create music that works? | | | |
| How does this build on previous learning? | | How will this link to my future learning? | |
| - The elements of music should have been covered in KS2. This is a bridging topic to provide an equitable beginning at KS3.  - Students will have sung a variety of songs and participated in musical activities/workshops in Primary school. | | * Understanding of The Elements is essential to future success in Music at any level. * Students will gain mastery in manipulating The Elements throughout KS3, KS4 and KS5. | |
| Core knowledge: | | Key vocabulary: | |
| * What is duration? * What is Pitch? * What is Tempo? * What are dynamics? * What is timbre? * What is Articulation? * What is Texture? | | - Treble Clef, Crotchet, Minim, Quaver, semibreve, semi-quaver, Rest.  - Melody, Rhythm, Tempo, phrasing, accompaniment, Texture, Timbre.  - Bar/barlines, Time signature.  - Dynamics: Forte. Piano. | |
| Need more help? | | | |
| Worksheets. Posters, whiteboard. Notation Knowledge organiser (PITCH)  Online videos. [The Fun Music Company - Resources for Music Education](https://funmusicco.com/)  Online music games which explore pitch, rhythm, ensemble, tempo, timbre & texture: [Blob Opera](https://blobopera.io/) [Incredibox](https://www.incredibox.com/)  Musescore (for notation). | | | |