

## The Warriner School Subject Curriculum Map

Subject: Music	Year Group: Year 7	Unit: Music Theory
Unit objectives: (NC Statements)  To be able to read treble clef stave notation To be able to read leger lines on treble stave		
Context for study:  First theory unit of Ks3 – should build on basic notation and graphic scoring skills taught at KS2. Is re-capped and furthered in Y8 theory unit		



Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

- To know that music needs to be written down (dec)
- To know that music is written in a universal way that transcends language (dec)
- To know that music notation dates back to the 1500s (dec)
- To know that we use the first 7 letters of the alphabet to write music down (dec)
- To know that they are alphabetical when played consecutively (dec)
- To know that when you reach G you back to A (dec)
- To know that music is written onto 5 straight lines (dec)
- To know that those straight lines are called a Stave (Steve) (dec)
- To know that the stave extends in both direction with invisible lines (dec)
- To know that notes can appear in-between the lines of the stave (dec)
- To know that notes can appear directly on the lines of the stave (dec)
- To know that notes can appear above or below the stave (dec)
- To know that there are several different clefs that musicians use to read music notation (dec)
- To know that treble clef used to be called a G clef (dec)
- To know that treble clef is used for higher sounding instruments and for the right hand of a piano (dec)
- To know that the notes in between the lines of a treble clef stave are FACE (dec)
- To know that the notes on the line of a treble clef stave are EGBDF – Every Good Boy Deserves Food (dec)
- To be able to read treble clef notes (pro)
- To know that when notes appear above or below the visible stave lines, they equally sit either in between them or on them (dec)
- To know that part of the invisible line shows up when a note sits on it or in between them creating leger lines (dec)

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<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <p>Forgetting to read the notes alphabetically Knowing that it is a skill that need practising not just something that happens!</p>	<p>Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></p>
<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></p> <p>Several mini challenges using musictheory.net - percentages collected on Go4School and used to inform DP</p>	