Last updated 12.06.21

Year 7 AMC (Art, Music, Computing) Curriculum Map

Subject	Computing	Music	Art and Design	Computing	Music	Art and Design
Topic	Collaborating online respectfully	Keyboard Skills	Optical Art	Networks	World Music	Aliens - Illustration
Key Content	Learners will be taken on an eye-opening journey of discovery about techniques used by cybercriminals to steal data, disrupt systems, and infiltrate networks. • Protecting your data • Social engineering • Script Kiddies • Rise of the Bots • Fake accounts and servers • Cyber attacks	Learners will be introduced to treble and bass clef notation and begin learning how to play the keyboard. They will begin with basic melodic notation and progress to chords and melody. They will explore a range of musical styles from Rock and Roll, Blues, Reggae, Classical and RnB. • Music Theory recap • Treble clef notation • Melodic/ pitch notation • Chords and melody • Performance skills	Learners will discover how to create monotonal optical illusions through drawing. They will develop their understanding of shading and how placement and perspective can affect what the eye is drawn to. **Drawing** Optical illusions, Shading to create 3D elements. **Media** 3D optical Art sculpture. **Knowledge** Developing understanding of line, shape, value and perspective .	This unit begins by defining a network and addressing the benefits of networking, before covering how data is transmitted across networks using protocols. Learners will be asked to Imagine a world without computer networks and how this would affect our society. • Computer networks and protocol • Network hardware • Wired and wireless networks • Internet • World wide web.	Learners will explore instruments and music from Puerto Rico and Brazil. The main focus will be to play syncopated samba rhythms using percussion.Students will also perform reggaeton music. • Time signatures • Rhythm • Carnaval of Rio • Samba Batucadas • Make your own instrument • Ensemble skills • Reggaeton performance	Learners will be Introduced to illustration with 'aliens' as a focus. Learners will be given a brief to illustrate their own alien creature character and design an alien landscape.They will also be required to make a 3D model of their creature or landscape for their final piece. **Drawing** Illustrations of aliens, one point perspective. Shading to create 3D elements. **Painting** Illustrating an alien landscape **Media** Mixed media 3D alien creature sculpture **Knowledge** Developing understanding of perspective drawing, light and shade.

Last updated 12.06.21

Year 7 AMC (Art, Music, Computing) Curriculum Map

Knowledge & Skills	**Knowledge** Knowing the value of their data to organisations and what they might use it for. Looking at social engineering techniques used by cybercriminals. Identifying different cybercrimes such as hacking, DDoS attacks, and malware. Knowing methods to protect ourselves and our networks against these attacks. **Skills** Using a computer independently. Browsing the internet safely. Altering security settings to protect accounts. Scanning and skimming for information.	**Knowledge** Identifying the notes of the treble and bass clef. Developing knowledge of chords, how they are formed and their inversions. Reading music notation. Identifying different musical genres and their musical differences. **Skills** Playing different rhythms, melodies and chord progressions from different genres. Playing major and minor chords with correct fingers. Playing in time as an ensemble. Developing aural perception skills.	**Knowledge** Developing drawing skills moving onto 3 dimensions. Developing understanding of perspective and colour analysis. **Skills** Drawing shapes, objects and lettering in 3D. Using color theory knowledge to create optical illusions.	**Knowledge** Define what a computer network is and explaining how data is transmitted between computers across networks Describing components (servers, browsers, pages, HTTP and HTTPS protocols, etc.) and how they work together. Understanding the hardware and software components that make up computer systems, and how they communicate with one another and with other systems. **Skills** Using a computer independently. Navigating and using Microsoft Office to create powerpoints. Browsing the internet safely.	**Knowledge** To define the term rhythm and syncopation Identifying cross rhythms and syncopated patterns by ear. Identifying the importance of Music in different cultural celebrations. **Skills** Performing samba rhythms using a range of percussion Following performance direction form a samba conductor Conducting a small samba group. Composing, arranging and performing samba rhythms as an ensemble	**Knowledge** Studying landscapes and understanding background and foreground. Developing understanding of tints and shade and how these can create the image of distance and depth. **Skills** Drawing Colour mixing skills Model making and sculpting Creating 3D forms Illustration
Assessment	Computing workbook Teacher observation and feedback Live marking Retrieval starters Fortnightly retrieval practice grids	Music workbook Video evidence of practical tasks. Live marking Retrieval starters Termly retrieval practice Termly performance	Art portfolio Teacher observation and feedback Live Marking Peer/ self-assessment Retrieval starters	Computing workbook Teacher observation and feedback Live marking Retrieval starters Fortnightly retrieval practice grids	Music workbook Video evidence of practical tasks. Live marking Retrieval starters Termly retrieval practice Termly performance	Art portfolio Teacher observation and feedback Live Marking Peer/ self-assessment Retrieval starters

Last updated 12.06.21

Year 7 AMC (Art, Music, Computing) Curriculum Map

	Termly summative assessment	assessment	Fortnightly Retrieval practice Termly summative assessment	Termly summative assessment		Fortnightly Retrieval practice Termly summative assessment
Literacy	Scanning and skimming, using computational language to describe systems and processes.	Identifying the Italian terms for changes in Dynamics and Tempo. (Spelling test on key terms for topic). Encouraging students to extend their sentences and musical vocabulary when analysing Music.	Comparing and analysing optical illusions using technical language.	Creating informative posters, and leaflets. Extended writing opportunities.	Extended writing opportunities - Carnaval project .	Identifying and interpreting key information within a text to create accurate illustrations. Presenting information and justifying their design choices, using appropriate technical language
Cross curricular links	**Maths (**Interpreting data) **English** (Reading, Scanning and skimming) **PSHE (**Online safety, collaborative working and teamwork)	**MFL** (Italian terms for Music terms) **English** (Extended writing) **Maths** (Addition of note values) **PSHE** (Listening, working together and teamwork)	**Maths** (Shape and Measure, 2D/ 3D shapes)	**English** (Reading)	**Geography** (South American culture) **ICT** (Research, Carnaval presentation) **Maths** (Time keeping, counting cross rhythms and understanding rhythm values) **PSHE** (Listening, working together and teamwork)	**STEM** (Discussing planets and conditions required to aid life on them) **English** (Creating Illustrations from a given text)

KS3 Computing curriculum aims

1. Pupils should design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems
2. Pupils should understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem

Year 7 AMC (Art, Music, Computing) Curriculum Map

3. Pupils should use 2 or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions
4. Pupils should understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]
5. Pupils should understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems
6. Pupils should understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits
7. Pupils should undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known user
8. Pupils should create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability
9. Pupils should understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns.