

Year 9 Music Curriculum Map

YEAR 9	Autumn 1	Spring 1	Summer 1
Curriculum Content	<p>REGGAE MUSIC</p> <p><u>Composite:</u> Understand the origins and stylistic features of Reggae</p> <p>Component 1: Theoretical Understanding/Listening & Appraising</p> <ul style="list-style-type: none"> Understand and be able to recognise the stylistic features of Reggae music Develop knowledge of important Reggae artist Be able to recognise Reggae music when heard and describe it using subject specific Develop understanding how the musical elements are use within Reggae music <p>Component 2: Performing Music</p> <ul style="list-style-type: none"> Perform a selection of set study pieces in A major using the chords of A, D E and other related chords Develop instrumental techniques on various instruments (keyboard/ukulele/guitar/bass guitar/drum kit) Develop ensemble playing skills <p>Set Study Piece 1: Three Little Birds by Bob Marley Set Study Piece 2: One Love by Bob Marley</p>	<p>COMPOSING FOR FILM & COMPUTER GAMES</p> <p><u>Composite:</u> Understand how different genres of film/gaming music and is used to create an intended effect.</p> <p>Component 1: Theoretical Understanding/Listening & Appraising</p> <ul style="list-style-type: none"> Develop understanding of different genres of film/gaming music and be able to recognise the stylistic features when heard Identify and explore the relationships between sounds and how music reflects different intentions Describe, compare and evaluate different kinds of music using the elements of music Understand and be able to recognise when heard specific melodic, rhythm & harmonic devices <p>Component 2: Composing Music</p> <ul style="list-style-type: none"> Demonstrate an awareness of how the different elements are used in composition Compose music to suit a given brief Improvise/compose melodic and rhythmic phrases Compose using specific melodic, rhythmic & harmonic devices Compose and develop ideas within given structures <p>Set Study Piece 1 Set Study Piece 2</p>	<p>POP MUSIC – 1960 – present day</p> <p><u>Composite:</u> Understand the</p> <p>Component 1: Theoretical Understanding/Listening & Appraising</p> <ul style="list-style-type: none"> Understand the development of popular music through the decades Understand and be able to recognise features of different styles of pop music Be able to recognise the musical features of the different genres when heard and describe them using subject specific Develop understanding on how the musical elements are used within different styles of popmusic <p>Component 2: Performing Music</p> <ul style="list-style-type: none"> Perform different pieces from a selection of decades Develop instrumental techniques on various instruments (keyboard/ukulele/guitar/bass guitar/drum kit) Develop ensemble playing skills <p>Set Study Piece 1: Billie Jean Set Study Piece 2: Set Study Piece 3:</p>
Prior knowledge and skills (from previous year / key stage)	<p>Ensemble play skills (Year 7)</p> <p>Understanding Music – Rhythm (Year 7)</p> <p>Elements of Composition – (Year 7)</p>	<p>Ensemble play skills (Year 7 & 8)</p> <p>Understanding Music – Rhythm (Year 7)</p> <p>Understanding Music – Keyboard Skills/Reading music in the treble and bass clef (Year 7)</p> <p>Elements of Composition – (Year 7)</p> <p>The Blues and It’s Influences (Year 8)</p> <p>Beyond the Blues (Year 8)</p> <p>The Riff (Year 8)</p>	<p>Ensemble play skills (Year 7 & 8)</p> <p>Understanding Music – Rhythm (Year 7)</p> <p>Understanding Music – Keyboard Skills/Reading music in the treble and bass clef (Year 7)</p> <p>Elements of Composition – (Year 7)</p> <p>The Blues (Year 8)</p> <p>Beyond the Blues (Year 8)</p>

Core Knowledge Organiser content	Theory/practical skills (technique)	Theory/practical skills (technique)	Theory/contextual understanding/practical skills (technique)
Assessment Objectives	<p>Component 1: Theoretical Understanding/Listening & Appraising Appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical contexts and musical language.</p> <p>Component 2: Performing Music Perform with appropriate techniques and communicate musical ideas with accuracy and expression and interpretation.</p> <p>Component 3: Composing Music Compose using methods appropriate to the style/genre using combination of vocal/instrumental and technology.</p>	<p>Component 1: Theoretical Understanding/Listening & Appraising Appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical contexts and musical language.</p> <p>Component 2: Performing Music Perform with appropriate techniques and communicate musical ideas with accuracy and expression and interpretation.</p> <p>Component 3: Composing Music Compose using methods appropriate to the style/genre using combination of vocal/instrumental and technology.</p>	<p>Component 1: Theoretical Understanding/Listening & Appraising Appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical contexts and musical language.</p> <p>Component 2: Performing Music Perform with appropriate techniques and communicate musical ideas with accuracy and expression and interpretation.</p> <p>Component 3: Composing Music Compose using methods appropriate to the style/genre using combination of vocal/instrumental and technology.</p>
Vocabulary / Key Subject Terminology	Reggae, rhythm, syncopation, 'skanking, tempo, metre, riff, melody, texture, timbre, harmonic structure, dynamics, time signature, key signature, tonality, melody & accompaniment, elements of music, bass line, notation, chords, major, minor, instrumentation	Keyboard, keys, musical alphabet, staff notation, stave, treble clef, bass clef, note values, middle C, metre, pulse, semibreve, minim, crotchet, quaver, dotted crotchet, rest, bar, bar line, andante, adagio, moderato, allegro, forte, fortissimo, mezzo, forte, piano, pianissimo, mezzo piano, crescendo, diminuendo, chords, bass note, structure, ternary for, techniques, expression, timbre, elements of music, blues scale, walking bass line, improvisation, 12 bar blues, melodic/rhythmic & harmonic devices, leitmotif, call & response, imitation, sequence, pedal, drone	Keyboard, keys, musical alphabet, staff notation, stave, treble clef, bass clef, note values, middle C, metre, pulse, semibreve, minim, crotchet, quaver, dotted crotchet, rest, bar, bar line, andante, adagio, moderato, allegro, forte, fortissimo, mezzo, forte, piano, pianissimo, mezzo piano, crescendo, diminuendo, chords, bass note, structure, ternary for, techniques, expression, timbre, elements of music, blues scale, walking bass line, improvisation, 12 bar blues
Assessment 1	<ul style="list-style-type: none"> • Performance of given notated rhythms • Listening/theory test 	<ul style="list-style-type: none"> • Performance of set study piece 1 • Listening/theory/contextual understanding test 	<ul style="list-style-type: none"> • Performance of set study piece • Listening/theory test
Assessment 2	<ul style="list-style-type: none"> • Performance of own composition • Musical notation of composition 	<ul style="list-style-type: none"> • Performance of set study piece 2 • Listening/theory/ contextual understanding test 	<ul style="list-style-type: none"> • Performance of set study piece 1 • Listening/theory test
Cross Curricular Links with other Faculties	<ul style="list-style-type: none"> • History – Development of music/social contexts/composers • Geography/RE – Musical styles, genres and traditions • Science – How sound is created – surface area/sound waves etc • Maths – Rhythm and musical patterns 	<ul style="list-style-type: none"> • History – Development of music/social contexts/composers • Geography/RE – Musical styles, genres and traditions • Science – How sound is created – surface area/sound waves etc • Maths – Rhythm and musical patterns 	<ul style="list-style-type: none"> • History – Development of music/social contexts/composers • Geography/RE – Musical styles, genres and traditions • Science – How sound is created – surface area/sound waves etc • Maths – Rhythm and musical patterns
Extra-Curricular Offer	<ul style="list-style-type: none"> • Individual Peripatetic Tuition • Early Morning Music Club • Year 7 & 8 Choir • Orchestra 	<ul style="list-style-type: none"> • Individual Peripatetic Tuition • Early Morning Music Club • Year 7 & 8 Choir • Year 7 Band • Orchestra 	<ul style="list-style-type: none"> • Individual Peripatetic Tuition • Early Morning Music Club • Year 7 & 8 Choir • Year 7 Band • Orchestra

