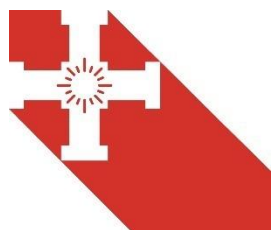


Curriculum Map: Year: 9 Subject: Music



Year 9 Music 2024-2025

Topic	Key Knowledge <i>What will all students KNOW by the end of the topic?</i>	Key Skills <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	Assessment Opportunities <i>What are the key pieces of assessment? How will students be assessed?</i>
Scoring and Orchestration	All students will: <ul style="list-style-type: none"> • Further their understanding of notation, covering more advanced rhythms and key signatures • Understand the role of different musical instruments in the orchestra • Know how to read notation in bass clef 	All students should be able to: <ul style="list-style-type: none"> • Competently navigate and utilise notation software to input and play music • Orchestrate a piece of music from its original piano score • Develop notation reading skills using bass and treble clef • Select and discuss instruments that blend well 	All students will <ul style="list-style-type: none"> • Submit a short, orchestrated adaptation of a well-known piece of music • Some may submit a further orchestration of their choice
Songwriting and Protest Music	All students will: <ul style="list-style-type: none"> • Know the elements which underpin the popular song including structure, texture, harmony and lyrics • Engage with historical examples of protest music and recognise the contribution of protest songs in the implementation of societal change 	All students should be able to: <ul style="list-style-type: none"> • Identify structural sections of a popular song by listening • Compose a set of rhyming lyrics and a chord sequence which will then be used to create a protest song which will be performed by students using a variety of instruments • Develop keyboard skills playing chords and other accompaniment 	All students will: <ul style="list-style-type: none"> • Compose a protest song • Perform their protest song in groups using musical instruments

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<p>Samba</p>	<p>All students will:</p> <ul style="list-style-type: none"> • Explore the historical context of Brazilian Samba music, its instrumentation and its complex and syncopated rhythms • Understand how syncopation works and how to spot it in notated music • Learn the structural elements of Samba music and respond to a call and response 	<p>All students should be able to:</p> <ul style="list-style-type: none"> • Play a variety of percussion instruments with correct technique and in time with other different parts • Perform a polyrhythmic piece of Samba music using a variety of percussion instruments within a class setting and in smaller groups • Use elements of music to improve their performances with their own idiosyncrasies 	<p>All students will:</p> <ul style="list-style-type: none"> • Perform a Samba rhythm in groups using percussion instruments
<p>Music for Television</p>	<p>All students will:</p> <ul style="list-style-type: none"> • Understand the purpose and application of music in television advertising since the early 20th Century • Appreciate the function of a jingle as an aide-mémoire 	<p>All students should be able to:</p> <ul style="list-style-type: none"> • Research and create their own unique product to advertise • Use DAW technology to add a voiceover to their adverts, changing the pitch if appropriate • Develop their keyboard skills to enable composition of music to accompany their work 	<p>All students will:</p> <ul style="list-style-type: none"> • Plan and film a television advertisement for the product they have created, with voiceover as appropriate • Compose both an underscore and a jingle to accompany their television advert
<p>Minimalism</p>	<p>All students will:</p> <ul style="list-style-type: none"> • Know how 21st century composers approached writing music • Know and understand the minimalist philosophy and how this differs from Western Classical music • Understand the key minimalist terms such as Loop, Ostinato, Cell, Metamorphosis and Phase shifting • Know some key minimalist composers and their contribution to the minimalist movement 	<p>All students should be able to:</p> <ul style="list-style-type: none"> • Improvise melodic and rhythmic phrases in a minimalist style • Perform a piece of minimalist music • Demonstrate practical understanding of minimalism through group performance • Develop their sense of rhythm and pulse 	<p>All students will:</p> <ul style="list-style-type: none"> • Perform a group composition using key minimalist techniques

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Sound Effects	All students will: <ul style="list-style-type: none">• Understand the role of sound effects in enhancing action in film and television• Learn the importance of timing and timbre in creating realistic sound effects• Understand how music technology can be used to manipulate sounds through effects and processes	All students should be able to: <ul style="list-style-type: none">• Record their own live sound effects to accompany a cartoon• Control panning and apply effects using music technology to make sound effects more believable	All students will: <ul style="list-style-type: none">• Produce all of the foley for a cartoon using a DAW and use its advanced functions to enable this to be as accurate as possible
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NB: Your lessons each term are taught on a rotation basis, dependant on the classroom and equipment available. For example, you may find you start with Spring term 2 before term 1.