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| **Year 9 Curriculum Map: Music** |
|  | **Autumn** | **Spring** | **Summer** |
| **Assessment Objectives** | AO1 Demonstrate knowledge and understanding from across the [Performing Arts] specification. AO2 Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks. AO3 Analyse and evaluate information, making reasoned judgements and presenting conclusions. |
| **Unit Length** | **Topic 1:** Ukulele Melodies (7 lessons)**Topic 2:** Music Technology – Composition (7 lesson) | **Topic 3:** Independent Project (12 lessons) | **Topic 4:** Video Game and Film Music (7 lessons)**Topic 5:** Collaboration Project with Drama (5 lessons) |
| **Key Learning Outcomes** | Topic 1:1. What is a Ukulele (recap lesson on chords and basics).
2. How do you play a melody on the Ukulele? (1 string)
3. How do you play a melody multiple Ukulele strings?
4. How can we perform songs on a ukulele?
5. How can we rehearse effectively? Pre-assessment performances, feedback, reteach and DIRT
6. DDI: Personalised targets based on pre-assessment.
7. End of unit assessment (knowledge and performance), feedback.

Topic 2:1. What is music technology? What are DAWs?
2. How do we create a basic drumbeat?
3. How do we input melodies from external instruments?
4. How do we layer and mix sounds?
5. How do we structure technology composition? Pre-assessment performances, feedback, reteach and DIRT
6. DDI: Personalised targets based on pre-assessment.
7. End of unit assessment (knowledge and performance), feedback.
 | Topic 3:* To research and present to the class a style/genre of music of the student’s choice (including the origins, developments, key composers/bands, notable songs and events, and fashion and imagery).
* To present this information either in a PowerPoint or in a musical booklet
* To compose a short piece of music which is typical of the student’s chosen style
* To perform a piece of music from the student’s chosen style
 | Topic 4:1. How does music enhance film and video games? (listening lesson)
2. What is diegetic and non-diegetic music?
3. What are hit points and how do they enhance a game?
4. How do we plan a film or video game composition?
5. How does film and video game music develop to portray emotion and mood? Pre-assessment performances, feedback, reteach and DIRT
6. DDI: Personalised targets based on pre-assessment.
7. End of unit assessment (knowledge and performance), feedback

Topic 5:1. Retrieval practice: How can music enhance a scene within drama?
2. When and where should music be heard in a dramatic scene?
3. How can music help create drama and emotion?
4. How can we rehearse effectively?
5. Pre-assessment performances, feedback, reteach and DIRT
6. DDI: Personalised targets based on pre-assessment.
7. End of unit assessment (knowledge and performance), feedback
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| **Prior knowledge** | KS2 (N.C.): * Play and perform in solo and ensemble contexts (using their voices) with increasing accuracy, fluency, control and expression.
* Compose music for a range of purposes using the inter-related dimensions of music.
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* Play and perform in solo and ensemble contexts (using musical instruments) with increasing accuracy, fluency, control and expression.
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* Play and perform in solo and ensemble contexts (using musical instruments) with increasing accuracy, fluency, control and expression.
* Appreciates and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
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| **CEIAG** **Specific careers links** | Instrument repairerSession MusicianStudio EngineerMixing and Mastering EngineerSound Engineer | Music historianMusic journalistPop musicianSongwriter | Film and video game composerFoley artistComposerSound technicianOrchestral Musician |
| **RRSA** | Article 13 – Freedom of expressionArticle 28 – Right to EducationArticle 31 – Leisure, play and culture | Article 13 – Freedom of expressionArticle 28 – Right to EducationArticle 31 – Leisure, play and culture | Article 13 – Freedom of expressionArticle 28 – Right to EducationArticle 31 – Leisure, play and culture |
| **Cross curricular links** | Drama – Performance and stage presenceComputing – Use of technology | History – Links to how music has developed over time and what historical events have influenced musical genresEnglish – Written analysis of musical genres | Drama – Collaboration project ran alongside the drama curriculum.Computing – Links with technology and video game creation |
| **Useful websites/videos** | Ukulele Lesson 2 - <https://www.youtube.com/watch?v=0lS0io4K86Y>  | An extensive list of information about musical genres - <https://musicmap.info/> | How to write music for films (and the emotions) <https://www.youtube.com/watch?v=cCDtMPXOZac>  |
| **Wider Reading** | How to read Ukulele TAB - <https://benfarmer.co.uk/wp-content/uploads/2018/02/Reading-Ukulele-Tablature.pdf> How to use garageband for ipad - <https://support.apple.com/en-gb/guide/garageband-ipad/chsff8c943/ipados>  | <https://www.bbc.co.uk/bitesize/topics/z3dqhyc/articles/zrx3vk7> - How to write a song | Tips for creating dramatic effects within songs - <https://www.musical-u.com/learn/the-drama-continues-five-more-tips-for-creating-dramatic-moments-in-your-songs/> How to write a musical - <https://www.wikihow.com/Write-a-Musical>  |
| **Literacy Programme** | * Decode it NOW
* Guided practice/model performances
* Keyword list on view throughout the lesson
* Sentence Starters
* Writing strategies
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| **Independent Learning Tasks** | **Ukulele Melodies**Composer profile (Create a profile of a composer, key dates/information/images/composition - based on the composer of the songs being performed)**Music Tech Composition**1. Tech research (What types of DAWs are there?, What are the differences?
2. Careers profile (Create a careers profile of a recording industry related career)
 | **Independent Project**1. Genre research (Research a chosen genre, characteristics, key artists, important songs key features, composers, notable songs, who/what/where/when, fashion and style).
 | **Film & video game music**1. Film/Video game music composer profile (Create a profile of a video game/film composer, key dates/information/images/composition)

**Collaboration Project (Drama)**1. Research music to suit a scene. (What happens to the music? How does music add to the effect of a dramatic scene? What key features are used in this type of music?)
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