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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 |
| **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. | KS2 (N.C.):   * Compose music for a range of purposes using the inter-related dimensions of music. * Play and perform in solo and ensemble contexts (using musical instruments) with increasing accuracy, fluency, control and expression. | KS2 (N.C.):   * Compose music for a range of purposes using the inter-related dimensions of music. * 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. |
| **CEIAG**  **Specific careers links** | Instrument repairer  Session Musician  Studio Engineer  Mixing and Mastering Engineer  Sound Engineer | Music historian  Music journalist  Pop musician  Songwriter | Film and video game composer  Foley artist  Composer  Sound technician  Orchestral Musician |
| **RRSA** | Article 13 – Freedom of expression  Article 28 – Right to Education  Article 31 – Leisure, play and culture | Article 13 – Freedom of expression  Article 28 – Right to Education  Article 31 – Leisure, play and culture | Article 13 – Freedom of expression  Article 28 – Right to Education  Article 31 – Leisure, play and culture |
| **Cross curricular links** | Drama – Performance and stage presence  Computing – Use of technology | History – Links to how music has developed over time and what historical events have influenced musical genres  English – 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 | * Decode it NOW * Guided practice/model performances * Keyword list on view throughout the lesson * Sentence Starters * Writing strategies | * Decode it NOW * Guided practice/model performances * Keyword list on view throughout the lesson * Sentence Starters * Writing strategies |
| **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?) |