

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	<p><u>Topic 1:</u></p> <ol style="list-style-type: none"> What is a Ukulele (recap lesson on chords and basics). How do you play a melody on the Ukulele? (1 string) How do you play a melody multiple Ukulele strings? How can we perform songs on a ukulele? How can we rehearse effectively? Pre-assessment performances, feedback, reteach and DIRT DDI: Personalised targets based on pre-assessment. End of unit assessment (knowledge and performance), feedback. <p><u>Topic 2:</u></p> <ol style="list-style-type: none"> What is music technology? What are DAWs? How do we create a basic drumbeat? How do we input melodies from external instruments? How do we layer and mix sounds? How do we structure technology composition? Pre-assessment performances, feedback, reteach and DIRT DDI: Personalised targets based on pre-assessment. End of unit assessment (knowledge and performance), feedback. 	<p><u>Topic 3:</u></p> <ul style="list-style-type: none"> 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 	<p><u>Topic 4:</u></p> <ol style="list-style-type: none"> How does music enhance film and video games? (listening lesson) What is diegetic and non-diegetic music? What are hit points and how do they enhance a game? How do we plan a film or video game composition? How does film and video game music develop to portray emotion and mood? Pre-assessment performances, feedback, reteach and DIRT DDI: Personalised targets based on pre-assessment. End of unit assessment (knowledge and performance), feedback <p><u>Topic 5:</u></p> <ol style="list-style-type: none"> Retrieval practice: How can music enhance a scene within drama? When and where should music be heard in a dramatic scene? How can music help create drama and emotion? How can we rehearse effectively? Pre-assessment performances, feedback, reteach and DIRT DDI: Personalised targets based on pre-assessment. End of unit assessment (knowledge and performance), feedback
Prior knowledge	KS2 (N.C.): <ul style="list-style-type: none"> 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.): <ul style="list-style-type: none"> 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.): <ul style="list-style-type: none"> 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=0IS0io4K86Y	<u>AN EXTENSIVE LIST OF INFORMATION ABOUT MUSICAL GENRES - HTTPS://MUSICMAP.INFO/</u>	How to write music for films (and the emotions) https://www.youtube.com/watch?v=cCDtMPXOZac
Wider Reading	<u>How to read Ukulele TAB - https://benfarmer.co.uk/wp-content/uploads/2018/02/Reading-Ukulele-Tablature.pdf</u> <u>HOW TO USE GARAGEBAND FOR IPAD - HTTPS://SUPPORT.APPLE.COM/EN-GB/GUIDE/GARAGEBAND-IPAD/CHSFF8C943/IPADOS</u>	<u>HTTPS://WWW.BBC.CO.UK/BITESIZE/TOPICS/Z3DQHYC/ARTICLES/ZRX3VK7 - HOW TO WRITE A SONG</u>	<u>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/</u> <u>How to write a musical - https://www.wikihow.com/Write-a-Musical</u>
Literacy Programme	<ul style="list-style-type: none"> • Decode it NOW • Guided practice/model performances • Keyword list on view throughout the lesson • Sentence Starters • Writing strategies 	<ul style="list-style-type: none"> • Decode it NOW • Guided practice/model performances • Keyword list on view throughout the lesson • Sentence Starters • Writing strategies 	<ul style="list-style-type: none"> • 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 1. Film/Video game music composer profile (Create a profile of a video game/film composer, key dates/information/images/composition) Collaboration Project (Drama) <ol style="list-style-type: none"> 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?)