

Curriculum Knowledge Map



Year 9	AUTUMN	SPRING	SUMMER
Foundation	A journey into modern classical music	Pitch Perfect	Songwriting
Declarative <i>What should they know?</i>	<ul style="list-style-type: none"> • Understand various types of contemporary classical music such as minimalism and serialism • Understand in context the music of Terry Riley, Steve Reich and Arnold Schoenberg • Understand how to aurally identify modern classical music • Understand how to perform modern classical pieces effectively (for example percussively and on keyboard) • Understand how to compose using modern compositional techniques in a variety of ways (for example percussively, on keyboard and through music sequencing) 	<ul style="list-style-type: none"> • Understand how to sing safely and accurately with confidence • Understand how to sing in time • Understand how to sing in various styles, including music from around the world and popular music • Understand how to sing as part of an ensemble • Understand how to sing in harmony • Understand how to write harmony • Understand how to arrange a piece of existing music to incorporate singing and harmony 	<ul style="list-style-type: none"> • Understand the creative song writing process and related job roles within the music industry • Understand the key musical elements that make up a song • Understand how to compose making effective use of chords, bass lines, melodies and structure • Understand how to write a piece of music to a stimulus • Develop an understanding of lyric writing • Understand how to effectively market a music composition
Procedural <i>What should they be able to do?</i>	<ul style="list-style-type: none"> • Be able to define both minimalism and serialism • Be able to recognise minimalism and serialism techniques aurally in pieces of music • Be able to perform pieces of modern music as part of a class ensemble both percussively and on keyboard • Be able to compose using tone rows • Be able to use Logic Pro effectively to compose a piece of minimalism to a short modern video clip 	<ul style="list-style-type: none"> • Be able to sing a variety of songs confidently and accurately in time as part of an ensemble • Be able to sing with confidence • Be able to sing in harmony and as part of the chorus or as a soloist • Be able to work as part of a team to arrange a piece of existing music • Be able to perform as part of a small group that makes effective use of melody, harmony and accompaniment 	<ul style="list-style-type: none"> • Be able to write contrasting chord sequences • Be able to write a bass line that fits with a chord sequence • Be able to write an appropriate melody • Be able to write effective lyrics • Be able to write a catchy hook • Be able to structure the song appropriately • Be able to design marketing material based on industry examples
Disciplinary Literacy (Tier 3 Vocab)	Diatonic Inversion Retrograde	Soprano Alto Tenor Bass	Key Signature Time Signature Instrumentation
Assessment	MP1: Percussive Performance Assessment	MP2: Ensemble Arrangement Assessment	MP3: Ensemble Performance Assessment



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Year 9	AUTUMN	SPRING	SUMMER			
Music Elective	The Foundation of Song	Preparing to Perform	Exploring Music and Culture			
Declarative <i>What should they know?</i>	<ul style="list-style-type: none"> • Understand note values and rhythm • Understand tempo • Understand how to develop chords • Understand classical cadences • Understand different clefs used in music • Understand a variety of different melodic features 	<ul style="list-style-type: none"> • Understand modulation • Understand articulation and how it is used for expression • Understand playing techniques from a range of classical and non-classical instruments • Understand technological techniques used within popular music 	<ul style="list-style-type: none"> • Understand job roles within an ensemble, such as singer, guitarist, bassist, drummer • Understand how to rehearse successfully and timely • Understand how to work together as a team • Understand how job roles relate to each other and how connections within the industry enable effective performances to happen • Understand how to perform accurately and confidently • Understand how to independently learn a piece of music 	<ul style="list-style-type: none"> • Understand how to work as part of a team in order to put on a performance • Understand how to rehearse effectively if part of the performance ensemble • Understand how to evaluate, reflect and set targets based on current practical activities and then action specific targets given • Understand how to communicate effectively within designated roles in order to put on an effective concert 	<ul style="list-style-type: none"> • Understand the context behind the development of different genres from around the world and their respective cultures • Understand the key characteristics and musical features of a range of genres • Understand how to aurally identify genres from around the world, based on their key characteristics • Understand how to plan an investigation into musical genres and how different musical elements are combined to create music within a particular style • Understand the impact of developing technology on different genres of 	<ul style="list-style-type: none"> • Understand how computer game music is composed • Understand how computer game music is composed to suit its brief, for example for a particular culture, atmosphere, location etc • Understand how to compose using motifs and riffs • Understand how to compose using horizontal resequencing, compositional fragments and vertical layering • Understand how to compose in a particular genre to a set brief



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					music	
<p>Procedural <i>What should they be able to do?</i></p>	<ul style="list-style-type: none"> • Be able to apply the music theory in order to compose a piece of music within a genre of choice • Be able to compose either through music notation software or a music sequencer • Be able to compose an effective drum beat, chord sequence with developments, bass line and melody • Be able to compose with effective automation 	<ul style="list-style-type: none"> • Be able to compose using major and minor keys • Be able to modulate between two keys • Be able to compose effective chord sequences in contrasting keys • Be able to compose with articulation, a variety of timbres and develop a composition effectively 	<ul style="list-style-type: none"> • Be able to explain the responsibilities of different job roles in a group • Be able to explain how these job roles interlink • Be able to independently complete written documentation, evidencing an understanding of different job roles within the group • Be able to use the content from this topic to inform their choices for their practical activity • Be able to learn music they have selected independently and as a group 	<ul style="list-style-type: none"> • Be able to communicate effectively as part of a team • Be able to reflect on their own work and the work of others and from this set specific and actionable targets to work upon • Be able to rehearse in order to put on a performance for the Y9 Concert 	<ul style="list-style-type: none"> • Be able to complete written work that supports understanding of a range of genres and cultures • Be able to explain how social, cultural and political factors developed genres and their key characteristics • Be able to explain how technology developments have impacted upon the genre • Be able to aurally recognise different genres of music based on their key musical characteristics • Be able to complete an investigation into a particular music genre from a set brief in order to unpick the key features of the genre and how they are applied within a composition 	<ul style="list-style-type: none"> • Be able to independently set up a music sequencer or music notation software • Be able to compose on a chosen medium (music sequencer or music notation software) in a particular genre to fit with a chosen computer game clip • Be able to compose within that particular genre, by incorporating key musical characteristics into the piece • Be able to routinely reflect on the composition in order to ensure development
<p>Disciplinary Literacy (Tier 3 Vocab)</p>	<p>Arpeggio Broken Chords Dotted rhythms</p>	<p>Modulation Legato Staccato</p>	<p>Bassist Singer Guitarist</p>	<p>Amplifier Intonation Projection</p>	<p>Genre Reverb Multitrack</p>	<p>Vertical Layering Horizontal Resequencing Compositional Fragment</p>



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Assessment	MP1: Listening Assessment	MP2: Composition Assessment	MP1: Written Assessment focussing on Job Roles	MP2: Performance Assessment – Y9 Music Elective Concert	MP1: Written Work focussing on genres and their key musical characteristics	MP2: Composition Assessment of piece of music in specified genre
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