

# Curriculum Knowledge Map



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



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



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					music	
<p><b>Procedural</b> <i>What should they be able to do?</i></p>	<ul style="list-style-type: none"> <li>• Be able to apply the music theory in order to compose a piece of music within a genre of choice</li> <li>• Be able to compose either through music notation software or a music sequencer</li> <li>• Be able to compose an effective drum beat, chord sequence with developments, bass line and melody</li> <li>• Be able to compose with effective automation</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to compose using major and minor keys</li> <li>• Be able to modulate between two keys</li> <li>• Be able to compose effective chord sequences in contrasting keys</li> <li>• Be able to compose with articulation, a variety of timbres and develop a composition effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to explain the responsibilities of different job roles in a group</li> <li>• Be able to explain how these job roles interlink</li> <li>• Be able to independently complete written documentation, evidencing an understanding of different job roles within the group</li> <li>• Be able to use the content from this topic to inform their choices for their practical activity</li> <li>• Be able to learn music they have selected independently and as a group</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to communicate effectively as part of a team</li> <li>• Be able to reflect on their own work and the work of others and from this set specific and actionable targets to work upon</li> <li>• Be able to rehearse in order to put on a performance for the Y9 Concert</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to complete written work that supports understanding of a range of genres and cultures</li> <li>• Be able to explain how social, cultural and political factors developed genres and their key characteristics</li> <li>• Be able to explain how technology developments have impacted upon the genre</li> <li>• Be able to aurally recognise different genres of music based on their key musical characteristics</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to independently set up a music sequencer or music notation software</li> <li>• 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</li> <li>• Be able to compose within that particular genre, by incorporating key musical characteristics into the piece</li> <li>• Be able to routinely reflect on the composition in order to ensure development</li> </ul>
<p><b>Disciplinary Literacy</b> (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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<b>Assessment</b>	<b>MP1:</b> Listening Assessment	<b>MP2:</b> Composition Assessment	<b>MP1:</b> Written Assessment focussing on Job Roles	<b>MP2:</b> Performance Assessment – Y9 Music Elective Concert	<b>MP1:</b> Written Work focussing on genres and their key musical characteristics	<b>MP2:</b> Composition Assessment of piece of music in specified genre
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