Curriculum Map: Music Year 9

	Autumn	Autumn	Autumn	Spring	Spring	Summer	Summer
Content Declarative knowledge 'I Know'	**The Passenger** This is a Musical Futures project that involves whole-group creative music making, building upon and extending skills and experiences students may have developed through outside interests.	**James Bond** How a film composer uses devices such as leitmotifs in film soundtracks to represent characters or situations. Perform several JB themes. Use a storyboard.	**Xmas Songs** How Christmas songs can be created using structure, melody, rhythmic detail, accompaniment, harmony selection of instruments, lyrics	**Variations** Understand variation form as a type of musical structure. Explore basic ways to vary an existing theme using the elements of music and simple musical devices. Identify a range of orchestral instruments.	**Folk Music** Purposes of folk songs. Learn about England's oldest known folk song (from Reading Abbey). How/why music notation began. Basic theory of scales including modes; tones and semitones.	**Video Music** How is music and sound used in video games. Typical compositional techniques associated with genre. The importance of sound effects to enhance game play.	**Samba** Origins of Samba and Bossa Nova; background to *Samba em Prelúdio*. Basics of jazz harmony building on previous topic. Understand how jazz fused with at least two styles. Main features of the piece.
Skills Procedural Knowledge 'I know how to'	Contribute instrumental/ singing skills to group. Ensemble skills.	Compose own soundtrack to a JB film trailer using a cuesheet to create music to fit with exact timings.	Work as a song-writing team to compose an effective performance using vocals, keyboards and/or other instruments	Use different variation techniques. Use the basic functions of Sibelius, one of the main music writing software packages.	Perform and compose in 6/8 metre. Learn music by ear (aural skills). Arrangement skills.	Use the basic functions of Cubase, one of the main music writing software packages. How to create a character theme.	Perform samba rhythms Follow a vocal score Identify main features Create extended chords
Strategies Conditional Knowledge 'I know when to'	When to take the lead, when to accept ideas from others	When to use musical effects, how they work.	Choose suitable tonality/chords to fit lyrics	How the elements of music can be used and manipulated to create different effects.	Appropriate choice of instruments and timbres; compose using stylistic features of genre	Choose elements to define a character, when to use musical effects.	Use of specific vocabulary to explain key features.
Key Questions	How do bands work as an ensemble? How do you create an effective arrangement?	What devices can be used to under-score different scenes?	How will your music reflect the sentiment of your lyrics?	How can we use the elements of music to change or vary a melody? How can we change or vary the tonality using major and minor?	Why is folk music popular and relevant in today's society? What are typical conventions of folk music?	What musical, compositional and performance techniques are used in Game Music? Why?	What are the main features of this set work and how can you locate them? What are the fusions, how can you tell?
Assessment topics	Group arrange-ment and performance of *The Passenger*	Performance of own underscore to JB trailer	Performance of own song; one song from class to be performed in carol service	Using Sibelius to input existing melody before adding at least two variations	Performance by ear. Arrangement of a folk song. Composition using 6/8 metre.	Creation and performance of music for specific characters.	Short answer questions, essay question

Cross curricular links/Character Education	British values: teamworking, peer support, mutual respect Numeracy: counting bars, syncopation	Media: use of music in films Numeracy: accurate timings	Literacy: writing lyrics SMSC: wider implications of Christmas, how seasonal songs reflect this	Literacy: writing a report on the compositional process ICT: using Internet for research; using Sibelius	SMSC: preservation of culture History: often reflects local history, work songs Literacy: oracy skills	SMSC: use of gaming music in popular culture ICT: using Cubase	Numeracy: bar locations, lengths of sections, extended chords History: origins of jazz, samba MFL: Portuguese lyrics Literacy: writing skills, vocabulary