

Curriculum Map	Subject	Music	Year	9
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Unit	Summary	Skills	Assessment	British Values and SMSC	Career links	Cross-curricular links
Dance Music	Dance Music. This project is designed to consolidate and develop concepts and ideas taught during the 'Off Beat' and 'All That Jazz' modules taught in Years 7 and 8.	<ul style="list-style-type: none"> - Rhythms in Dance Music - Accompaniment patterns - Primary chords - Texture (melody and accompaniment). 	Students will be teacher assessed throughout the scheme of work. A final melodic/graphic composition will be submitted.	<ul style="list-style-type: none"> - Students work in groups and learn to cooperate, listen to other viewpoints and persuade others accepting differing points of view. - Multicultural work; celebrations of festivals and other traditions. 	<p>Links to Music and the wider world.</p> <p>Further study at college and university level.</p> <p>Performance in bands, theatres, concert halls, orchestras.</p> <p>Teaching (classroom and Peripatetic).</p> <p>Music production.</p> <p>Where can Music take you?</p> <p>Jobs and opportunities abroad.</p> <p>Music is a life skill.</p>	The year 9 curriculum has a number cross-curricular links... <ul style="list-style-type: none"> - Aspects of English such as speaking and listening skills to help with spelling and reading. - Communication and presentation skills. - Aspects of Maths such as counting, rhythm, learning about note values, time and beats. - Aspects of Languages, learning new songs, Italian vocabulary and technical musical terminology - Aspects of ICT, using materials from online/videos to show music from other countries and cultures. Cubase and Sibelius. - Aspects of Geography and History relating to our music and other countries. - Links to famous philosophers, artists and sports personalities. - Links to Drama through theatrical productions. - Crossover between Art, Music and Drama.
Sound Tracks	Conventions for composing Music for Film and T.V. Builds on concepts and ideas taught during the 'Sonority City' and 'Form and Structure' modules in Years 7 & 8.	<ul style="list-style-type: none"> Diegetic/non-diegetic music - Orchestral timbre/sonority - Leitmotif/sequencing - Texture 	Students will perform their piece at the end of the scheme of work. Differentiated by complexity and musicality.	<ul style="list-style-type: none"> - Students support worship through musical participation in Mass. - Out of school events such and involvement in the wider community. - Study the music of Vaughan Williams, folksongs, Mike Oldfield and The Beatles 		
Computer and Video	Game music using IT. This project is designed to consolidate ideas taught during the IT modules in Years 7 and 8.	<ul style="list-style-type: none"> Computer and video recording techniques - Soundtrack sound effects - Drumbeat - Character theme - Tempos 	Assessment will be based on the authenticity of the piece and accuracy of the performance.	<ul style="list-style-type: none"> - All students are encouraged to join in with extra-curricular activities. - Strong element of student voice in extra-curricular and enrichment programmes. 		
New Directions	The 12-tone technique. This project is designed to consolidate material taught during the 'Elements of Music' modules in Years 7 & 8.	<ul style="list-style-type: none"> Minimalism, Expressionism and Serialism - Note/tone rows - Retrograde - Inversion 	The focus on development of the orchestra and, most importantly, the individual identities of the instruments.	<ul style="list-style-type: none"> - Students are taught how to be an appreciative and supportive audience. - Students are introduced to music from all cultures and explore the breakdown of previously accepted stereotypes. 		
Samba	Samba music. Builds on concepts and ideas taught during the 'Off Beat' and 'Saharan Sounds' modules taught in Years 7 and 8.	<ul style="list-style-type: none"> Latin American Sounds - Call and response - Ostinatos - Syncopation - Cyclic rhythms - Polyrythms - Pulse, beat and rhythm 	Students will compose a piece of music demonstrating their representation of a chosen forms. Differentiation will be directed by use of more complex forms. The platform will be Cubase.			
What Makes a Good Song	Performance or composition and will prepare a piece in their chosen field.	<ul style="list-style-type: none"> - Form and Harmony - Bassline - Melody and counter-melody - Chords and Rhythm 	Students will perform a chosen piece suitable for their ability.			