



CURRICULUM MAP (Long term plan)

SUBJECT : Music

YEAR GROUP: 9

	Cycle 1 Autumn	Cycle 2 Spring	Cycle 3 Summer
<p>Substantive knowledge – Essential knowledge & conceptual understanding of the National Curriculum</p>	<p>Serialism To develop a knowledge and understanding of the change in classical music during the 20th century and how specific composition techniques were applied.</p> <p>Develop composition skills by creating music in a 12-tone style using music notation software.</p> <p>Listen to and appraise music written by Serialist composers</p>	<p>Evolution of pop music To understand the changes in pop music from 1950s to present day.</p> <p>Identify and notate major and minor chords.</p> <p>Listen to and appraise music from each decade of pop music focussing on rock n roll, 1960s boy bands, disco, 80s dance music and hip hop.</p>	<p>Electronic dance music/small ensemble skills To develop compositional skills on Digital audio workstations (DAW)</p> <p>Listen to and appraise music from electronic dance music artists and learn to apply techniques to their own music.</p> <p>Develop performance skills by performing in small ensembles.</p> <p>Listen to and appraise cover songs from a range of artists to see how musical elements can be used to change the sound of the song.</p>
<p>Disciplinary knowledge - what skills are practised?</p>	<ul style="list-style-type: none"> - Embed note readings skills on the treble and bass clef - Listen and appraise music focussing on key elements of 12-tone music. - Create a piece of 12-tone music using music technology and western classical notation - Create rhythmic motifs to use with a tone row. 	<ul style="list-style-type: none"> - Understand the changes between decades that lead to the changes in pop music. - Learn to identify the differences between major and minor chords. - Developing note reading in how to notate and play chords on the piano 	<ul style="list-style-type: none"> - Create a song in a DAW and select idiomatic instruments for a specific genre - Identify and understand where musical elements are used to create interest in music. - Apply musical elements to composition and performance - Learn to work as a group and collaborate on ideas. - Develop confidence in performing in front of an audience.

	- Develop key terminology and apply it where possible.		
Key questions (What is the learning about?)	Can I compose a piece of music using 12-tone techniques? Can I identify differences between 20 th century classical music and music that came before it?	Can I identify the social and political changes that lead to changes in pop music? Can I create chord progressions using major and minor chords?	Can I create a piece of dance music using a digital audio workstation? Can I create and perform a cover of a pop song?
Assessment	EOT – Composition assessment based on Serialist music	EOT – Theory and listening test. Short answer and listening questions will relate to pop music. Theory will include identifying notes as well as identifying and notating chords.	EOT – Final ensemble performance of cover songs
Literacy (L), Numeracy (N), Oracy (O) opportunities	Key vocabulary written and spoken.	Key vocabulary written and spoken.	
Cross Curricular Opportunities	History - eras of music and their place in History.	History - eras of music and their place in History.	
SMSC / Character/Careers (C) (personal development)	<p><u>Social</u> - Students have opportunities to work independently in Music lessons, developing their resilience and independence. Collaborative working on creating compositions encourages students to take responsibility for their own learning outcomes. In most lessons, classroom discussions are used to appraise music which builds a sense of unity within the class.</p> <p><u>Spiritual</u> - When listening to music we encourage pupils to express their feelings verbally with respect. Through studying music, students will explore how music has the power to influence and change behaviours, opinions and actions. Students explore and develop their own interests in music through a variety of personal tastes and learn to compose in these styles allowing students to explore their personal tastes further.</p> <p><u>Moral</u> - Students develop individual performing skills, confidence in performing and learning music, and creativity through composing projects. Following this, we encourage pupils to critically reflect on their own and others' ideas, when presenting their work using fair and objective assessment criteria. Students focus on why a particular piece of music is created, for an occasion for example and how a piece of music may reflect the feelings or intentions of the composer or piece of music. They also learn to show empathy when listening to different styles of music and respect each other's opinions.</p> <p><u>Cultural</u> - Across both key stages students focus on various styles and genres of music from the tradition of Classical Music and focus on Composers to more contemporary musical styles and how these are created. The musical</p>		



	<p>examples used also encourage a respect and deep appreciation for cultures around the world and historical periods. We ask students to create their own music incorporating different musical influences.</p> <p>Careers -Students are exposed to how careers may be developed in Music and Music Technology which may influence their decision in a career choice due to the skills they have developed through creative composing and team work during performance.</p>
Equality and Diversity	<p>Over the year, students are exposed to a broad variety of music from different cultures across the world and encourage them to use these influences in their own practice.</p>
Super Curriculum (personal development)	<p>Peripatetic music lessons (piano, drums, guitar and strings). Opportunity to perform in an assembly or class. Access to Musescore, Soundtrap, and 'Ableton Learning music'</p>