

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 	<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.



	<ul style="list-style-type: none"> - Create rhythmic motifs to use with a tone row. - Develop key terminology and apply it where possible. 		<ul style="list-style-type: none"> - Develop confidence in performing in front of an audience.
Key questions (What is the learning about?)	<p>Can I compose a piece of music using 12-tone techniques?</p> <p>Can I identify differences between 20th century classical music and music that came before it?</p>	<p>Can I identify the social and political changes that lead to changes in pop music?</p> <p>Can I create chord progressions using major and minor chords?</p>	<p>Can I create a piece of dance music using a digital audio workstation?</p> <p>Can I create and perform a cover of a pop song?</p>
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.	
Super Curriculum (personal development)	Peripatetic music lessons (piano, drums, guitar and strings). Opportunity to perform in an assembly or class. Access to Musescore and Soundtrap		

Careers	HT 1: How to Become a Film, TV, and Video Game Music Composer HT 2: How to Get a Job in Radio	HT1: How to get into music journalism HT2: Become a Music Producer in 14 Steps!	HT1: How to Compose VIDEO GAME MUSIC (My Composing Process) - DIY Music Composition Ep. 4 HT2: So You Wanna Be A Guitar Tech - ASK ZAC 41
Equality and Diversity Gender Disability Religion Race Sexuality	Kinan Azmeh's "Wedding" with Dinuk Wijeratne, Layale Chaker Chan Centre Presents Dinuk Wijeratne feat. Skratc Bastid Tsimo! Arnold Schoenberg Short Biography Introduction To The Composer	Chuck Berry - Johnny B. Goode (Live 1958) https://www.youtube.com/watch?v=G069dndIYk The Birth of Hip Hop Hip-hop at 50: A history of graffiti in NYC	Hookie: Amputee DJ On Disability
Local Community Links			



British Values

Democracy
The rule of Law
Individual Liberty
Mutual Respect and Tolerance
of others
SMSC
Character Education

Individual liberty

Students are given opportunities to express their individuality when composing by showcasing their own imagination and creativity. Students are given opportunities to explore how composers have expressed their individual liberty through their music. When performing, students are taught that resilience is key to the subject and must have a positive mindset.

Mutual respect

Students show respect for one another when performing as we expect all students to act like a polite audience and give feedback to each other in a respectful way. Students respect the music of other countries and cultures that they are exposed to. Students are encouraged to identify similarities and differences in the musical tastes of the classroom.

Democracy

Students often perform and compose in groups so it is important that all students are able to voice their opinions and ideas. In extra-curricular ensembles, students are encouraged to suggest repertoire.