

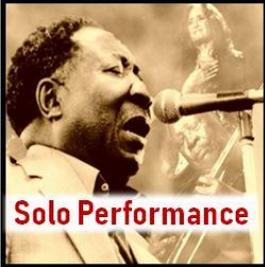
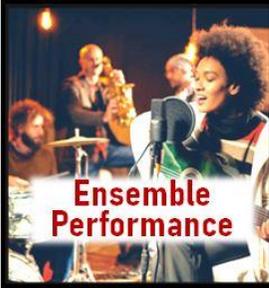


Subject: Music
Year: 9

GREEN = CROSS CURRICULAR LINKS TO EXPLORE

The study of music provides students an opportunity to engage the mind, body and spirit in creative pursuits. Students will explore and learn individually & collaboratively to ensure that they develop; the confidence, the creativity and the thoughtfulness to be a skilful and informed musician. The curriculum aims to provide appropriate experience and qualifications to support further study and/or career opportunities within the music industry.

Music in Year 9: Building upon Key Stage 3 fundamentals and gained technical skills, this pathway recalls traditional musical learning balanced with contemporary, industry practises.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><i>Theory of Music 1 and performances of Fur Elise</i></p> 	<p><i>Theory of Music 2 + using triad bass line theory to support composition (Alberti)</i></p> 	<p><i>Technical Skills 1 – performing to an audience and revisit compositional devices</i></p>  <p>Solo Performance</p>	<p><i>Technical Skills 2 – Evaluative journal (diaries), improving group performance skills and Sequencing of underscore</i></p>  <p>Ensemble Performance</p>	<p><i>Minimalism – exploring 20th Century styles.</i></p> <p><i>Use of IT, sequencing and compositional devices to complete response to a (BTEC style brief)</i></p>  <p>Minimalism</p>	<p><i>Performance Audit (baseline for L2 Study)</i></p> 
<p>CONTENT</p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<ul style="list-style-type: none"> Basic Music Notation revisited Treble clef Bass Clef Time Signatures ‘Fur Elise’ performance skills 	<ul style="list-style-type: none"> Bar lines Rests Articulation Dynamics (Grade 1 practice examinations – all students (or higher depending on previous experience)) 	<ul style="list-style-type: none"> Skills audit Performing solo Ensemble skills continued (performing to an audience) Learning Process and progress diaries Re- visit compositional techniques and 	<ul style="list-style-type: none"> Skills audit Ensemble skills continued (performing to an audience) Learning Process and progress diaries 	<ul style="list-style-type: none"> Minimalism/Tubular bells and Axel F Drone Sequence Suspensions and legato Composing with a timeline/underscore brief (life of pi or similar extract) 	<ul style="list-style-type: none"> Chord sequence, and homophonic compositions Melody writing techniques Setting up a portfolio Performance Audit 1 (L2 BTEC

St Mary's CE High School Curriculum Map 2022-23



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	<ul style="list-style-type: none"> (S+C – Performance of Moonlight Sonata) 	<ul style="list-style-type: none"> Ensemble skills Diary creation and rehearsal skills Alberti bass composition skills 	texture		<ul style="list-style-type: none"> Sequencing and CUBASE Software Advanced compositional techniques and texture (homophony and polyphony) 	Coursework)
<p>Skills</p> <p><i>Procedural Knowledge – ‘Know How to’</i></p>	<p>Composing</p> <ul style="list-style-type: none"> Recognising tonality Major/Minor Scales and sequences Transcription/accuracy in copying music on the stave (grade 1 skill) Using Alberti bass as a starting point <p>Listening and Appraising</p> <ul style="list-style-type: none"> Listen to and recognise structure and form <p>Performance</p> <ul style="list-style-type: none"> Fur Elise – applying treble and bass clef knowledge to a familiar melody Identify the most important factors of successful performance Leadership and rehearsal skills and established protocols Managing time effectively to support best possible performance (rehearsal skills) <p>LINKS: Maths (Sequences). Drama (Practice). Business (Time Management, Leadership).</p>	<p>Composing</p> <ul style="list-style-type: none"> Song writing: verse/chorus. Layer of sounds Adding contrast <p>Listening and Appraising</p> <ul style="list-style-type: none"> Examples of successful solos and less successful Examples of successful groups and less successful What makes a good performer? <p>Performance</p> <ul style="list-style-type: none"> Solo performance of existing piece (and/or paired) in preparation for L2 audit Ensemble performance of existing piece, learning how to be a good band member. <p>LINKS: ICT (BandLab). ENGLISH LANG (Target Setting (tier 3 language) and evaluating (tier 2 language)).</p>		<p>Composing</p> <ul style="list-style-type: none"> Identify the opportunities presented by Homophony and polyphony and recognise the concepts of both heterophony and minimalism within composition /underscore Create homophonic harmonic support for melody and theme Recognising the importance of accurate planning/scoring to represent movement on film Understand and utilise minimalism skills including repetition, ostinato, pedal notes and basic inversions <p>Listening and Appraising</p> <ul style="list-style-type: none"> Listening to minimalistic underscores (life of Pi) or similar extract) How to create atmosphere from the concept of less is more... Clapping Music and other works by Steve Reich 4’33” John Cage <p>Performance</p> <ul style="list-style-type: none"> AUDIT 1 (performance – setting a base line position/standard from which to develop for L2 coursework) <p>LINKS: ICT (CUBASE Software). ENGLISH LANG (Atmospheres and tier 2 language). Business (Planning). ART: (storyboarding).</p>		
<p>Key Questions</p>	<p>What makes a good Ensemble? What specific skills are required?</p> <p>What is the point of written music?</p> <p>What are the considerable benefits of traditional</p>	<p>Why are performance targets so important?</p> <p>How can we use them to measure progress?</p> <p>Can SMART targets make us rehearse in a smarter way?</p>		<p>How can I use less music but actually have more impact? (Minimalism)?</p> <p>How can ‘Minimalism’ create atmosphere?</p>		

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	notation? What are the restrictions of Tradition Notation? What is Alberti? What music has been influenced by this type of structural bass line? Can you here this in the music of today?		What are the technical skills for my instrument?	What are the most important factors when performing to a camera? How can we develop performance skills? How do we make an action plan and actually stick to it? What are SMART targets and how can they help my progress?		
Assessment	Stave – traditional notation test October	Theory practice assessment December (revision for the examination in January)	Year 9 Exam week January (grade 1 theory) Ensemble Practical recordings (performing to an audience) Begin February	Performing to an audience and diary assessment (may continue from February start)	Composing and performing to a brief (advertisement/exhibition brief)	BTEC L2 AUDIT 1 (Performance solos recorded – can be used for actual coursework in year 10)
Extended Learning /Extension Activities	<ul style="list-style-type: none"> • Non Fiction Reading Tasks • The Stave Revisit (treble and bass clef recognition, time signatures and articulation/dynamics) • Regular Literacy/Spelling and definition tests English and Italian key phrases for musical notation and articulation • Revision activities (support theory examination January) • Film Music composers research (Hans Zimmer) • Composition and sequences (chords – no instruments required) • Rehearsal/practice for AUDIT 1 (L2 coursework) • Listening Tasks that introduce and familiarise students with classical music • Music Technology: BandLab/Garageband Website & App • High Achievers: Google Classroom for additional tasks 					
Supporting Listening And Appraisal	Every lesson begins with a related 'DO NOW' task. These are listening exercises designed around pieces of music by the Great Composers and pieces of historical significance. All questions relate to the St Mary's weekly themes and are directly connected to Themes used in Collective Worship across the school. To create further cross-curricular connections, there are visual art works also relating to themes attached to this listening. To encourage further understanding and appreciation, they are displayed on screens around the building each week in preparation for triangulated discussion. <ul style="list-style-type: none"> • Listening Tasks that introduce and familiarise students with classical music • High Achievers: Google Classroom for additional tasks 					