



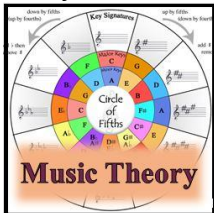

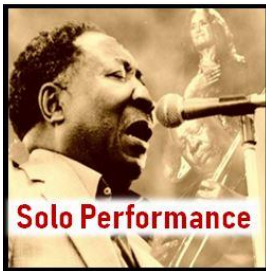


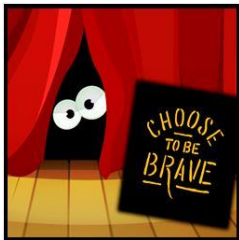
St Mary's CE High School Curriculum Map 23-24

Year 9 Music

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 <i>Theory of Music 1 and performances of Fur Elise</i> 	Autumn 2 <i>Theory of Music 2 + using triad bass line theory to support composition (Alberti)</i> 	Spring 3 <i>Technical Skills 1 – performing to an audience and revisit compositional devices</i> 	Spring 4 <i>Technical Skills 2 – Evaluative journal (diaries), improving group performance skills and Sequencing of underscore</i> 	Summer 5 <i>Minimalism – exploring 20th Century styles.</i> <i>Use of IT, sequencing and compositional devices to complete response to a (BTEC style brief)</i> 	Summer 6 <i>Performance Audit (baseline for L2 Study)</i> 
CONTENT <i>Declarative Knowledge – 'Know What'</i>	<ul style="list-style-type: none"> Basic Music Notation revisited Treble clef Bass Clef Time Signatures 	<ul style="list-style-type: none"> Bar lines Rests Articulation Dynamics (Grade 1 practice examinations – all students (or higher 	<ul style="list-style-type: none"> Skills audit Performing solo Ensemble skills continued (performing to an audience) 	<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 	<ul style="list-style-type: none"> Chord sequence, and homophonic compositions Melody writing techniques

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	<ul style="list-style-type: none"> ▪ 'Für Elise' performance skills ▪ (S+C – Performance of Moonlight Sonata) 	depending on previous experience)) <ul style="list-style-type: none"> ▪ Ensemble skills ▪ Diary creation and rehearsal skills ▪ Alberti bass composition skills 	<ul style="list-style-type: none"> ▪ Learning Process and progress diaries ▪ Re-visit compositional techniques and texture 		<ul style="list-style-type: none"> ▪ Composing with a timeline/underscore brief (life of pi or similar extract) ▪ Sequencing and CUBASE Software ▪ Advanced compositional techniques and texture (homophony and polyphony) 	<ul style="list-style-type: none"> ▪ Setting up a portfolio ▪ Performance Audit 1 (L2 BTEC Coursework)
Skills <i>Procedural Knowledge – 'Know How to'</i>	<u>Composing</u> <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 <u>Listening and Appraising</u> <ul style="list-style-type: none"> ▪ Listen to and recognise structure and form <u>Performance</u> <ul style="list-style-type: none"> ▪ Für Elise – applying treble and bass clef knowledge to a familiar melody ▪ Identify the most important factors of successful performance 	<u>Composing</u> <ul style="list-style-type: none"> ▪ Song writing: verse/chorus. ▪ Layer of sounds ▪ Adding contrast <u>Listening and Appraising</u> <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? <u>Performance</u> <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. 			<u>Composing</u> <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 <u>Listening and Appraising</u>	

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	<ul style="list-style-type: none"> 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>LINKS: ICT (BandLab). ENGLISH LANG (Target Setting (tier 3 language) and evaluating (tier 2 language)).</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>
Key Questions	<p>What makes a good Ensemble? What specific skills are required?</p> <p>What are the advantages and limitations of traditional music notation, and how do they impact the creation, interpretation, and performance of music?</p> <p>Can you explain how traditional notation can facilitate precision, consistency, and repeatability in music, while also limiting creativity, spontaneity, and expression?</p> <p>How do new technologies and digital media impact the future of music notation, and what new possibilities and challenges do they create for musicians, composers, and educators?</p>	<p>Why is it important to set targets and goals for ourselves, and how does it help us to achieve success and make progress?</p> <p>Describe the benefits of setting clear, specific, and measurable targets, and how they can motivate and guide our actions and decisions?</p> <p>How do we determine what targets and goals are realistic and achievable, and how do we avoid setting ourselves up for failure or disappointment?</p> <p>Explain the importance of setting challenging but attainable targets, and how it can help us to build confidence and resilience?</p> <p>How can we use targets to measure progress?</p>	<p>How can I use less music but actually have more impact? (Minimalism)?</p> <p>How can 'Minimalism' create atmosphere?</p> <p>What are the most important factors when performing to a camera?</p> <p>How can we develop performance skills?</p> <p>How do we make an action plan and actually stick to it?</p> <p>What are SMART targets and how can they help my progress?</p> <p>What are some defining characteristics of minimalist music, and how do they differ from more traditional forms of music?</p> <p>How has minimalist music influenced other genres, such as electronic music and ambient music?</p>

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<p>Describe how digital notation software, computer-assisted composition tools, and online music sharing platforms are changing the way music is written, taught, and distributed?</p> <p>What is Alberti bass, and how is it used in music?</p> <p>Describe the structure and pattern of Alberti bass, and how it creates a distinctive harmonic and rhythmic foundation for melodies and accompaniments?</p> <p>Identify an example of a classical or popular piece that uses Alberti bass, and describe how it enhances the overall musical texture and expression?</p> <p>How does Alberti bass relate to the broader history and development of music, and how has it been adapted and transformed over time?</p> <p>Explain the origins of Alberti bass in Baroque music, and how it became a popular technique in Classical and Romantic music?</p> <p>Identify an example of a contemporary piece that uses a variation of Alberti bass, and describe how it updates or challenges the traditional technique?</p>	<p>Can SMART targets make us rehearse in a smarter way?</p> <p>What are some of the fundamental technical skills required to play a musical instrument proficiently, and how can you develop and refine these skills over time?</p> <p>Describe the importance of hand and finger positioning, posture, breathing, and other physical techniques for producing clean, consistent, and expressive sounds?</p> <p>Can you give an example of a technical exercise that you have used to improve your playing ability?</p> <p>How does the development of technical skills relate to the broader process of learning and performing music, and what are some of the challenges and rewards involved in this process?</p> <p>Can you explain how technical proficiency can enhance your musical interpretation, improvisation, and collaboration with other musicians?</p> <p>Can you describe a time when you overcame a technical obstacle or limitation, and how it helped you to grow as a musician?</p> <p>How do different musical genres and styles require different technical skills, and how can you adapt and expand your skill set to meet these demands?</p> <p>Can you compare and contrast the technical requirements of classical music, jazz, rock, and other</p>	<p>In what ways can minimalism in music be seen as a reaction to the excesses of modern society and culture?</p> <p>What are some of the defining characteristics of minimalist music in film scores?</p> <p>How has the use of minimalist music in film scores evolved over time?</p> <p>What are some examples of successful minimalist film scores, and what role does the minimalist approach play in enhancing the overall cinematic experience?</p> <p>The Social Network (2010) - The film's score, composed by Trent Reznor and Atticus Ross, heavily relies on minimalist techniques, including repeating patterns, gradual layering of sound, and a limited number of musical elements. The result is a hypnotic and tense soundtrack that perfectly complements the film's fast-paced editing and cutting-edge subject matter.</p> <p>Moonlight (2016) - The score for this Oscar-winning drama, composed by Nicholas Britell, features minimalist piano and string arrangements that are both melancholic and uplifting. The music reinforces the film's themes of identity, memory, and transformation, and adds an emotional depth to the characters' experiences.</p> <p>There Will Be Blood (2007) - The film's score, composed by Jonny Greenwood of Radiohead, incorporates minimalist techniques such as</p>
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			<p>genres, and describe how they challenge your technical abilities in different ways?</p> <p>Identify a musician or composer who has pushed the boundaries of technical skill in your preferred genre, and describe how their innovations have influenced your own playing?</p>		<p>sustained tones, repetition, and drones, as well as unconventional instrumentation like the ondes martenot, a vintage electronic instrument. The result is an unsettling and haunting soundtrack that captures the film's dark and violent themes.</p> <p>The Revenant (2015) - The score for this survival epic, composed by Ryuichi Sakamoto, Alva Noto, and Bryce Dessner of The National, features minimalist elements like sparse piano and guitar textures, as well as ambient soundscapes and field recordings. The music creates a sense of isolation and vulnerability, reflecting the harsh and unforgiving landscape of the film.</p> <p>Dunkirk (2017) - The score for this World War II drama, composed by Hans Zimmer, features minimalist motifs that are repeated and developed throughout the film. The music adds a sense of urgency and tension to the action sequences, and reinforces the film's themes of survival, sacrifice, and heroism.</p>	
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)

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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	<p>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.</p> <ul style="list-style-type: none"> • Listening Tasks that introduce and familiarise students with classical music • High Achievers: Google Classroom for additional tasks
Techniques to Support additional needs	<p>Use visual aids: Visual aids such as pictures, diagrams, and charts can be helpful in reinforcing the concept of rhythm. You can create visual aids that illustrate the different types of notes, rests, and time signatures. This will help the students to understand the concepts better.</p> <p>Use mnemonics: Mnemonics are memory aids that can help students remember the different types of notes and their durations. For example, the phrase "Every Good Boy Deserves Football" can be used to remember the notes on the lines of the treble clef.</p> <p>Use physical movements: Incorporating physical movements into rhythm lessons can be helpful for students who struggle with auditory processing or have difficulty staying focused. You can have the students clap, tap their feet, or use instruments to keep the rhythm.</p>

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	<p>Break down complex rhythms: For students who struggle with complex rhythms, it can be helpful to break them down into smaller, more manageable parts. You can start with simpler rhythms and gradually increase the complexity as the students become more comfortable with the concepts.</p> <p>Use positive reinforcement: Provide positive feedback and reinforcement to encourage students with special needs to continue to participate in music class. This can include verbal praise, nonverbal cues such as a thumbs-up, or a reward system for good behaviour or effort.</p> <p>Encourage participation in music activities: Encourage students with special needs to participate in music activities outside of class, such as joining a choir or band, or attending concerts and performances.</p> <p>Provide individualised instruction: Students with special needs often benefit from individualised instruction. You can work one-on-one with the student to assess their strengths and weaknesses and create a customised learning plan that addresses their specific needs.</p> <p>Use technology: There are many apps and software programs that can help students learn rhythm. These programs often use visual aids, games, and interactive activities to make learning rhythm more engaging and fun.</p>
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