



## Year 9 Music Curriculum Map

<b>Overview</b>	<p>To continue to foster a love of music, by developing links with their own music and unknown music by continuing:</p> <ul style="list-style-type: none"> <li>▪ To develop skills in performing especially in ensemble performing</li> <li>▪ To further develop skills in composing and arranging making use of technology available</li> <li>▪ To experience how music technology has shaped the music of today</li> <li>▪ To utilize the knowledge of musical elements and to be able to use the correct musical vocabulary in preparation for the future.</li> </ul> <p><i>"Music is a moral law. It gives soul to the universe, wings to the mind, flight to the imagination, and charm and gaiety to life and to everything."</i> -- Plato</p>					
<b>Year 9</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Blues Music Project (AOS2)	Blues 2 (AOS4)	Music for Film Action and Horror (AOS3)	Making an Arrangement - Billy Jean (AOS4)	Dance Music and composing a Re-Mix (AOS4)	Music for Media - Gaming (Links with AOS3)
<b>Knowledge</b>	12 bar blues Blues scale, walking bass, vamps, and improvisation.	Development of blues into other genres such as Hip Hop and reggae – history and prominent arts, social implications, lyrics and RAP, musical structures.	Use of Leitmotif (Jaws, James Bond etc.)  Use of Storyboard, sound effects, origins of effects.	Different genres/ changes of instrumentation/musical devices.	History of dance music, links with Blues and Hip Hop.	Links with film music (leitmotif, use of story boards, sound effects).  Writing to a brief (Component 2 GCSE music).
<b>Skills</b>	Performing Improvising	Writing poetry and narrative. Writing prominent bass lines. Creating Hip hop beat. Composing.	Composing using a storyboard as a structural device.	Focus on riff, accompaniment, basslines, use of melody - links to band project Year 8 and songwriting skills.	Composing music using Mixcraft using MIDI, and Audio clips, looping, creating original samples, mixing and exporting.  Revising riffs, ostinato, basslines and melodic devices.	Using knowledge learnt in re-mix project and Music for Action and Horror.
<b>Assessment</b>	Self and peer assessment of short performance and compositional tasks.	Formal assessment of ensemble performance using Bishop Luffa Steps criteria.  Listening tasks.	Formal assessment of composition using Bishop Luffa Steps criteria.	Self and peer assessment of short performance and compositional tasks.	Peer and self-assessment of listening quiz and Formal assessment of composition using Bishop Luffa Steps criteria.	Self and peer assessment of short listening, performance and compositional tasks.