Beamont Collegiate Academy Curriculum Map

Year 9 Music

Intent	Implementation	Autumn 1	Autumn 2	Spring 1	Spring 2a	Spring 2b	Summer 1	Summer 2
Clarity around knowledge	Theme / topic	**Popular Music** *(Appraising, Note Reading, and Composition Skills)*		**Ensemble Performance** *(Performance Skills)*		**Film Music** *(Note Reading and Appraising)*		**Music Technology – Sequencing** *(Composition Skills)*
	Key substantive knowledge	• Genres of music • Chord progressions • Historical pop culture • Structure • Repetition • Major and minor chords • Instrumental textures • Lyrical design • Sharps and flats		• To play and perform a piece of music using a popular chord progression • To develop knowledge on different musical instruments • Genres of music • Chord progressions • Historical pop culture • Structure • Repetition • Major and minor chords • Instrumental textures • Lyrical design • Sharps and flats		• Notes of the stave • Note values/dotted notes • Understanding of octaves and pitch • Understanding how musical atmospheres are achieved to match emotion on screen. • Creating music that demonstrates understanding of genre specific atmospheres in film. • Music of John Williams and Hans Zimmer • Musical Clichés and their effects in film/TV		• Recording music • Improvisation • Musical Structure • Rhythmic exploration
	Disciplinary knowledge	• To recognise and aurally identify the similarities and differences between Reggae, Rap, 80s Synth Pop, and Pop music • Build on previous skills and perform using musicality • Students will develop their understanding on the various structures and chord progressions used in the stated genres of music.		• To work as a group (ensemble) to perform a popular song as a band using a variety of different instruments/timbres • To aurally identify types of chords and drum-beats • To play at a steady tempo together as a band		• Students will read musical notes of famous film themes and clichés and translate them into music. This will be done by demonstrating an understanding of note values, pitch and the correct use of octaves. • Students will be able to identify the six different types of sound used in film • Why we have music in films • Instruments of the orchestra and how they are used in film		• How to create music electronically in a Digital Audio Workstation (DAW) • Experimenting with note values, pitch, dynamics, rhythm, tempo, timbre, texture and structure • Experimenting with music technology techniques such as sampling and re-pitching • Further embedding how songs are structured.

Clarity around sequencing	Main links across the curriculum	• Progression from skills developed in year 7 & 8, further development of these skills is essential in KS4 music. • All genres of music are linked either directly or indirectly • Assists with being able to aurally identify and play different musical instruments	• Progression from skills developed in year 7 & 8, further development of these skills is essential in KS4 music. • All genres of music are linked either directly or indirectly • Assists with being able to aurally identify and play different musical instruments • Performance is a key part in a musicians journey, at KS4 and beyond.	All acquired instrumental skills and understanding will be used to generate musical ideas across the topic. These skills are essential for compositional units in KS4.	• Composition is a key element throughout a student's musical journey across KS3 and KS4 and is the foundation of the subject • The use of music technology further expands capabilities and opportunities for KS4 and beyond.
	Authentic cross curricular links	• History - Evolution of western popular music throughout the decades • Advances in technology. • Geographical cultures • Religious beliefs & practices • Science – sound manipulation • Maths – values of musical notes • English – Articulation of notes	• History - Evolution of western popular music throughout the decades • Advances in technology. • Geographical cultures • Religious beliefs & practices • Science – sound manipulation • Maths – values of musical notes • English – Articulation of notes	Script reading and comprehension. • Science – sound manipulation • Maths – values of musical notes • English – Articulation of notes • History of film • Languages – Italian musical terms/direction	• Science – sound manipulation • Maths – values of musical notes • English – Articulation of notes • History – How music has developed over time • Languages – Italian musical terms/direction
Vocabulary	Key words	Culture, form, harmony, influence, repetition, structure, texture, synth-pop, reggae, popular music, rap, sampling, syncopation, synthesisers	Dynamics, rhythm, pitch, tempo, crotchets, quavers, rest, melody, harmony, chord, arpeggio, drumbeats, drum kit, riff, tab, phrasing	Motif, cliché, melodic, accidental, riff, diegetic, dialogue, foley, non-diegetic, voice-over, ambience	MIDI, audio, loop, recording, compose, edit, improvise, metronome/BPM, reverb, delay, sampling, re-pitching
Assessment	Summative assessment	• What are the key musical features of each of the stated genres (reggae, rap/hip-hop, synth pop, pop)? • Who are famous artists from these genres? • Creating a piece of music to accompany vocals specific to a certain genre	• To perform a popular song as a band using vocals, piano, guitar/ukulele, bass and drums	• Why is music in film so important and how can it make us feel? • What is it about the instruments that generates such power in film and moving pictures? • To play film themes on the keyboards • To create music to accompany a silent film	Re-creating a piece of music using loops and live recording to demonstrate sequencing, texture, and song structure

Links to the real world / careers / PD		- How are the messages of reggae music still relevant in today's modern society? - How has music developed with the advancement of technology? - Listening skills - Confidence building - Team-working skills	- The music industry – learning a new instrument. - Team-working skills - Listening skills - Confidence building	- Composition, foley, gaming industry, film industry, media, radio, TV. - Team-working skills - Listening skills - Confidence building	- Music technology - Science - Music industry - Independent working skills - Listening skills - Confidence building