



Curriculum Map For Music Year 9

YEAR 9	Autumn 1	Autumn 2
Topics	Rap 1 - Composition/Arrangement	Rap 2 - Performance/Arrangement
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> • Musical and lyrical analysis using musical elements. • Syllabic meter over bars, rhyming words. 	<ul style="list-style-type: none"> • Musical and lyrical analysis, vocal/lyrical development, syllabic meter over bars, rhyming words and communication of meaning. • Staff, Tab and Drum Notation. • Knowledge of chords, keys, rhythms, instrumental techniques.
Disciplinary Knowledge – The Interpretation of Music Knowledge By Students When Performing, Composing or Improvising to Create Original Pieces and Performances	<ul style="list-style-type: none"> • Rap genre history and development. • History of Music Technology and development. • How rhythmic and lyrical devices can be manipulated and stylized to fit to a track. • Vocal/lyrical performance development. 	<ul style="list-style-type: none"> • Using instrumental, arrangement and performance knowledge to create and develop own version of a song. • Knowledge of song meaning and narrative to influence delivery of the song.
Skills	<ul style="list-style-type: none"> • Listening and Appraising • Identifying Meaning • Rhythms • Syllabic Meters • Textures • Timbre • Composition of Lyrics • Composition of Backing Track - including use of music technology, DAWs, chords, bass lines, beats • Performance and Recording of Own Lyrics 	<ul style="list-style-type: none"> • Listening and Appraising • Identifying Meaning • Rhythms • Syllabic Meters • Textures • Timbre • Reading Notation • Chords • Melody • Bass • Lyrics • Group and Individual Performance Skills - linked to instrumental skills such as keyboard, ukulele, drums and vocals
Links To Prior Learning	<ul style="list-style-type: none"> • Song Textures, make up and structure all link to previous work School of Rock and Battle Of The Bands where students dissect and then perform parts a rock and pop song. • Composition aspect introduced first to explore lyric writing and understand how this has developed over time. 	<ul style="list-style-type: none"> • Rap 1 unit analyses rap excerpts and links directly to this unit where students then perform rap song as a band. Skills from previous ensemble work in Year 8 provides grounding for this. • Performance section looks at performing lyrics and other parts as part of group working to an overall performance. Structurally more developed than in previous years. Timed to provide

		performance opportunities in Christmas concert.
Literacy/ Numeracy	<ul style="list-style-type: none"> Use of SIR policy with key word glossary, writing frames and sentence starters. Key word game starters/plenaries (see resources). Use of word searches, spelling tests, unscramble exercises, verbal discussions & written/verbal discussions. Writing and reading of lyric sheets. Students will use knowledge of note values/lengths in musical composition, counting note values in melodic and harmonic rhythms and being aware of bar numbers, particularly 4s, 8s, 16s and 32s when considering musical structures. 	<ul style="list-style-type: none"> Use of SIR policy with key word glossary, writing frames and sentence starters. Key word game starters/plenaries (see resources). Use of word searches, spelling tests, unscramble exercises, verbal discussions & written/verbal discussions. Reading of lyric sheets and notation with bar numbers, finger patterns and other numerical links. Students will use knowledge of note values/lengths in musical arrangement, counting note values in melodic and harmonic rhythms and being aware of bar numbers, particularly 4s, 8s, 16s and 32s when considering musical structures.
Cross Curricular	<ul style="list-style-type: none"> Throughout the Rap topics there is reference to Rap culture, its origins, DJs and MCs, its impact on society and influence on the music of today. There is also the reference to technology and its development; how the availability of samplers, DJS and turntables. Kaleidoscope question asks how music technology has helped and hindered music production and consumption. Social and moral aspects are considered when writing lyrics and considering subject matter such as relationships and lifestyles. 	<ul style="list-style-type: none"> Throughout the Rap topics there is reference to Rap culture, its origins through the birth of DJs and MCs, its impact on society and influence on the music of today. There is also the reference to technology and its development; how the availability of samplers, DJS and turntables. Eminem song taken from the film '8 Mile' looks at poverty and social class, this meaning is discussed through study of lyrics.
Assessment	<ul style="list-style-type: none"> Summative assessment will take place through teacher observation of involvement in tasks, performance and responses to Q & A and self-evaluation. Verbal feedback provided. Formative Assessment through presentation of compositions to teacher with direct assessment criteria applied as well as peer assessment. 	<ul style="list-style-type: none"> Summative assessment will take place through teacher observation of involvement in tasks, performance and responses to Q & A and self-evaluation. Verbal feedback provided. Formative Assessment through presentation of performances in class to teacher and class with direct assessment criteria applied as well as peer assessment.

YEAR 9	Spring 1	Spring 2
Topics	Blues and Jazz	Sounds of India
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> Knowledge and application of Musical Elements used within Blues and Jazz explored through listening and performance. Students learn about stylistic instruments and how they fit as an ensemble. Students use knowledge of notation and keyboard skills to apply key skills to the genre. 	<ul style="list-style-type: none"> Knowledge and application of musical elements, particularly pitch, tempo, timbre, texture, structure and dynamics through listening and performing. Students will compose their own melodic 'ragas' and rhythmic 'talas' and combine them to make and perform their own Indian group compositions. Students will learn about Indian musical instruments and traditions.

	<ul style="list-style-type: none"> Blues and Jazz scales, extended chords and syncopated and swung rhythms studied and applied. 	
Disciplinary Knowledge – The Interpretation of Music Knowledge By Students When Performing, Composing or Improvising to Create Original Pieces and Performances	<ul style="list-style-type: none"> History of Blues and Jazz Music looking at development of key styles and skills such as Blues, Ragtime, Swing and Bebop, improvisation and related instrumentation. Key artists of the time discussed. 	<ul style="list-style-type: none"> Students will be able to distinguish the influence of Indian music on a range of Western music.
Skills	<ul style="list-style-type: none"> Listening and Appraising Blues and Jazz Music and Their Key Features Solo and Group Performance Skills - largely based on keyboards Notation Reading Skills 	<ul style="list-style-type: none"> Students Become Aware of the Sounds of Indian Music - through some of its components such as raga, drone and tala through listening and appraising Solo and Group Performance Skills - based on keyboards (sitar) and drums (tabla) Reading and Writing Rhythm Grids and Notation
Links To Prior Learning	<ul style="list-style-type: none"> Simple chord progressions and rhythms explored in Rap and Reggae. This genres of Black origin also have important links to Blues and Jazz. Use of scales and key signatures built on from a range of Years 7 and 8 units. 	<ul style="list-style-type: none"> Students will build on previous experience of improvising in Blues and Jazz topic and learn to improvise melodically on a raga and rhythmically on a tala. Keyboard skills from previous topics will be built on here, looking for further confidence and fluency when performing.
Literacy/ Numeracy	<ul style="list-style-type: none"> Use of SIR policy with key word glossary, writing frames and sentence starters. Key word game starters/plenaries (see resources). Use of word searches, spelling tests, unscramble exercises, verbal discussions & written/verbal discussions. Writing and reading of lyric sheets. Students will use knowledge of note values/lengths in musical rehearsal and performance, counting note values in melodic and harmonic rhythms and being aware of bar numbers, particularly 4s, 8s, 16s and 32s when considering musical structures and note denominations. 	<ul style="list-style-type: none"> Use of SIR policy with key word glossary, writing frames and sentence starters. Key word game starters/plenaries (see resources). Use of word searches, spelling tests, unscramble exercises, verbal discussions & written/verbal discussions. Reading and understanding of Indian key musical terms. Students will use knowledge of note values/lengths in musical rehearsal and performance, counting note values in melodic and rhythmic patterns and improvisations. They will be aware of beats and bar numbers, particularly 4s, 8s, 16s and 32s when considering musical structures and note denominations.
Cross Curricular	<ul style="list-style-type: none"> Blues and Jazz studied as an important origin of a lot of music throughout the 	<ul style="list-style-type: none"> Links with Geography and History, Philosophy and Ethics where students will examine how music is used and

	<p>ages, influences cultures across the world, particularly Soul and Rap music.</p> <ul style="list-style-type: none"> • Close links to history with the study of how Blues music developed into Jazz and spread across the US. • Links to Geography with the movement of populations from the southern states to the mid and northern states. 	<p>performed in a non-Western culture. They will develop an awareness of the cultural and historical background of Indian Music.</p>
Assessment	<ul style="list-style-type: none"> • Summative assessment will take place through teacher observation of involvement in tasks, performance and responses to Q & A and self-evaluation. Verbal feedback provided. • Formative Assessment through class performance of Jazz piece with focus on improvisation to teacher and class with direct assessment criteria applied as well as peer assessment. 	<ul style="list-style-type: none"> • Summative assessment will take place through teacher observation of involvement in tasks, performance and responses to Q&A and self-evaluation. Verbal feedback provided. • Formative Assessment through class performance of composed and improvised Indian Music with focus on improvisation and performance techniques. Teacher uses direct assessment criteria as well as peer assessment from class.

YEAR 9	Summer 1	Summer 2
Topics	Electronic Dance Music (EDM) 1 Arrangement	Electronic Dance Music (EDM) 2 Composition
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> • Exploration of EDM genres and key features through listening and performance. Development of knowledge of chords (extended, inversions), hook, melody, bassline, drum beat patterns, BPM and structure. • Listening and appraising essential in picking apart EDM styles and understanding of composition knowledge developed and applied with use of DAW and production. 	<ul style="list-style-type: none"> • Exploration of EDM song styles and structures and key features through listening and composition, such as improvisation. Development of knowledge of chords (extended, inversions), hook, melody, bassline, drum beat patterns, BPM and structure. • Listening and appraising essential in picking apart EDM styles and understanding of composition knowledge developed and applied with use of DAW and production.
Disciplinary Knowledge – The Interpretation of Music Knowledge By Students When Performing, Composing or Improvising to Create Original Pieces and Performances	<ul style="list-style-type: none"> • Consideration of how EDM has been influenced and how technology has both improved and hindered the music industry, music consumption and music production. 	<ul style="list-style-type: none"> • Consideration of how EDM songs vary and how the addition of hooks impacts the scenario these tracks are listened to, e.g. clubs, underground scene, commercial releases and edits.
Skills	<ul style="list-style-type: none"> • Listening and Appraising Skills • Keyboard Skills • Arrangement Skills 	<ul style="list-style-type: none"> • Listening and Appraising Skills • Keyboard Skills • Arrangement Skills

	<ul style="list-style-type: none"> • Music Technology/DAW Skills • Self and Peer Evaluation Skills 	<ul style="list-style-type: none"> • Music Technology/DAW Skills • Self and Peer Evaluation Skills
Links To Prior Learning	<ul style="list-style-type: none"> • The unit links closely to the Year 9 Rap where students build on arranging their own version of an existing song. Students will have understanding of how a song is put together in terms of texture and structure. This also builds on Music Technology skills from Years 7 and 8 Film Music and Thrillers units. 	<ul style="list-style-type: none"> • By learning to play an existing song in previous EDM 1 unit, students are modelled to and can apply understanding composing their own EDM composition. • The unit also links closely to the Year 9 Rap unit where students build on composing their own rap song. Students will have an understanding of how a song is put together in terms of texture and structure.
Literacy/ Numeracy	<ul style="list-style-type: none"> • Use of SIR policy with key word glossary, writing frames and sentence starters. • Key word game starters/plenaries (see resources). Use of word searches, spelling tests, unscramble exercises, verbal discussions & written/verbal discussions. Writing and reading of lyric sheets. • Students will use knowledge of note values/lengths in musical rehearsal and performance, counting note values in melodic and harmonic rhythms and being aware of bar numbers, particularly 4s, 8s, 16s and 32s when considering musical structures and note denominations. 	<ul style="list-style-type: none"> • Use of SIR policy with key word glossary, writing frames and sentence starters. • Key word game starters/plenaries (see resources). Use of word searches, spelling tests, unscramble exercises, verbal discussions & written/verbal discussions. Writing and reading of lyric sheets. • Students will use knowledge of note values/lengths in musical rehearsal and performance, counting note values in melodic and harmonic rhythms and being aware of bar numbers, particularly 4s, 8s, 16s and 32s when considering musical structures and note denominations.
Cross Curricular	<ul style="list-style-type: none"> • EDM Performance provides students with a genre that is more relevant to them than ever; modern popular music and more niche genres are so entwined with electronic production these are essential skills for students to understand and develop. This first part is based on analysis of EDM sub-genres, key characteristics as well as cultural links to ensure an understanding of how this type of music came about technologically and how it is consumed. • The performance aspect encourages further group work but also deeper thinking about timbre and production using synthesisers and electronic drums which creates a slightly different way of working and developing music. 	<ul style="list-style-type: none"> • EDM Performance provides students with a genre that is more relevant to them than ever; modern popular music and more niche genres are so entwined with electronic production these are essential skills for students to understand and develop. This first part is based on analysis of EDM sub-genres, key characteristics as well as cultural links to ensure an understanding of how this type of music came about technologically and how it is consumed. • The performance aspect encourages further group work but also deeper thinking about timbre and production using synthesisers and electronic drums which creates a slightly different way of working and developing music.
Assessment	<ul style="list-style-type: none"> • Summative assessment will take place through teacher observation of involvement in tasks, performance and responses to Q & A and peer/self-evaluation. Verbal feedback provided. • Formative Assessment of students' arrangement piece with focus on arrangement and production skills with direct assessment criteria applied. 	<ul style="list-style-type: none"> • Summative assessment will take place through teacher observation of involvement in tasks, performance and responses to Q & A and peer/self-evaluation. Verbal feedback provided. • Formative Assessment of students' EDM composition piece with focus on composition skills and production skills with direct assessment criteria applied.

