

Year 9 Music Curriculum Map 2023 - 2024

Year 9 Music Big Questions and Component Questions				
Y9	<p>Instrument Development: Solo or Duet Project – Rock n Roll Big Question: How do I perform a Rock n Roll song that shows an understanding of the stylistic features of the genre?</p>	<p>Music Tech 2: Audio Recording Big Question: How do I setup and run a recording session to record a live band?</p>	<p>Acoustic 2 Band Skills 4 – Britpop vs Grunge Big Question: How do perform a Britpop or Grunge song that shows an understanding of the stylistic features and instrumentation of the genre?</p>	<p>Music Tech 1: Song Writing Big Question: How do I compose original Music using appropriate techniques and musical devices to create an intended effect?</p>
	<p>Music Making: How do I continue to develop instrument specific and performance skills on my chosen instrument?</p>	<p>Music Making: How do I further develop Music Tech skills used in Music Production (Mic selection, placement and use and audio editing techniques)?</p>	<p>Music Making: How do I continue to develop and refine instrument specific and band performance skills on my chosen instrument?</p>	<p>Music Making: How do use appropriate techniques and musical devices to create original music with an intended effect?</p>
	<p>Music Thinking: How do I show an understanding of how stylistic features are used in Rock n Roll music of the 50s and 60s?</p>	<p>Music Thinking: How can I show an understanding of the processes involved in multitrack recording a band song with a combination of live recording and overdubs?</p>	<p>Music Thinking: How can I show an understanding of how Britpop & Grunge songs are based on repetitive chord progressions, melody and strophic structure and the use of common chord progressions in popular music styles from the 90s to present day?</p>	<p>Music Thinking: How do I show an understanding of how relevant Elements of Music can be used in the creatin of music?</p>
	<p>Music Context: How did popular Music of the 50s and 60s develop from its early influences of Jazz, Blues and Country Music?</p>	<p>Music Context: How have the developments in music and recording technology impacted the recording, mixing and mastering processes?</p>	<p>Music Context: How have the styles covered in Music so far influenced popular music from the 90s to present day?</p>	<p>Music Context: How are the Elements of Music used to support the feelings and emotions portrayed in a piece of music through a mixture of listening, performing and composition activities?</p>

Year 9 Assessment (Score 1-5 and Effort Grade)

<p>Mid-Point Assessment: Whole class performance using a variety of instruments and parts – verbal feedback given (video on itslearning)</p>	<p>Mid-Point Assessment: a multitrack band recording recorded into Logic – verbal feedback given (video on itslearning)</p>	<p>Mid-Point Assessment: Whole class/group performance using a variety of instruments and parts – verbal feedback given (video on itslearning)</p>	<p>Mid-Point Assessment: recording or Logic Bounce of original music so far - verbal feedback given (video on itslearning)</p>
<p>Final Assessment: Group performance using a variety of instruments and parts - verbal feedback given (video on itslearning)</p>	<p>Final Assessment: A tracked, mixed, mastered and bounced audio recording - feedback given (video/evidence on itslearning)</p>	<p>Final Assessment: Whole class/group performance using a variety of instruments and parts - verbal feedback given (video on itslearning)</p>	<p>Final Assessment: Final recording or Logic Bounce of original music - verbal feedback given (video on itslearning)</p>
<p>Written evaluation of performance as homework task</p>	<p>Written evaluation of performance as homework task</p>	<p>Written evaluation of performance as homework task</p>	<p>Written evaluation of performance as homework task</p>
<p>Music theory CFU practical tasks</p>	<p>Music theory CFU practical tasks</p>	<p>Music theory CFU practical tasks</p>	<p>Music theory CFU practical tasks</p>

Year 9 Skills & Understanding

Y9	<p>Skills and Understanding</p> <ul style="list-style-type: none"> □ Build on prior knowledge and understanding of Pitch, notation, chords, melody, rhythm and instrument specific techniques, Structure (strophic / 12 bar) through learning to play songs with multiple instrument parts (Voice, keyboard, Ukulele, Guitar, Drums and Percussion) □ Build on understanding of Pitch, pulse, rhythm, texture, instrumentation and a variety of notation through the learning of Simple and Compound time rhythms, drum grooves, melodies, Riffs, chords and chord sequences (Major/Minor/5th & 7th chords across a range of key signatures) □ Introduce and develop instrument specific techniques and correct setting up, tuning and warm up routines etc. □ Perform as a solo or duet whilst keeping a steady pulse, accuracy of technique 	<p>Skills and Understanding</p> <ul style="list-style-type: none"> □ Introduction to the basic skills required to produce a multitrack recording of a band to include Microphone selection and placement, use of the patch bay and audio interface, the tracking, overdubs, mixing and mastering features of the DAW and how to run a recording session independently. □ Build and develop technique on more advanced DAW functions, such as send and insert effects, panning, and levels. □ Build and expand on prior understanding of the Elements of Music listed below 	<p>Skills and Understanding</p> <ul style="list-style-type: none"> □ Build on prior knowledge and understanding of Pitch, notation, chords, melody, rhythm and instrument specific techniques through learning to play songs with multiple instrument parts (Voice, keyboard, Ukulele, Guitar, Drums and Percussion) □ Build on understanding of Pitch, pulse, rhythm, texture, instrumentation and a variety of notation through the learning of Simple and Compound time rhythms, drum grooves, melodies, Riffs, chords and chord sequences (Major/Minor/5th chords across a range of key signatures) □ Introduce and develop instrument specific techniques and correct setting up, tuning and warm up routines etc. □ Perform as a solo, duet or band whilst keeping a steady pulse, accuracy of technique and rhythm and development of expression 	<p>Skills and Understanding</p> <ul style="list-style-type: none"> □ Build on prior knowledge and understanding of notation and duration through keyboard melodies and chords □ Recap of Pitch, pulse and rhythm, C Major scale, melodies, chords and chord sequences (Major/Minor/Diminished chords of C Major key) □ Develop composition skills through compose a set of instrumental parts to include rhythms, bass lines, chord progressions, riffs and melodies in a Major or Minor key using appropriate chord progressions in a specific style □ Develop an understanding of how Melodic Devices can be used for effect. □ Build and develop technique on keyboard and DAW functions. □ Build and expand on prior understanding of the Elements of Music listed below and how they can be manipulated to represent actions and emotions
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<p>and rhythm and development of expression</p> <ul style="list-style-type: none"> ☐ Build and expand on prior understanding of the Elements of Music listed below 		<ul style="list-style-type: none"> ☐ Build and expand on prior understanding of the Elements of Music listed below 	
Year 9 Links to National Curriculum			
<ul style="list-style-type: none"> ☐ Perform, listen, review & evaluate a range of music ☐ Instrument specific technique – Voice, keyboard, Ukulele, Guitar, Bass Guitar, Drums and Percussion ☐ Use their voice ☐ Create and compose music with others <p>Explore how music is created with interrelated elements: Pitch, Duration, Dynamics, Tempo, Texture, Timbre, Structure, Notation, Tonality, Scales & Harmony</p>	<ul style="list-style-type: none"> ☐ Perform, listen, review & evaluate a range of music ☐ Instrument specific technique –Digital Audio Workstation, microphone selection and placement, tracking, overdubs, mixing, editing, and mastering. ☐ Create and compose music with others <p>Explore how music is created with interrelated elements: Pitch, Duration, Dynamics, Tempo, Texture, Timbre, Structure, Notation, Tonality, Scales & Harmony</p>	<ul style="list-style-type: none"> ☐ Perform, listen, review & evaluate a range of music ☐ Instrument specific technique – Voice, keyboard, Ukulele, Guitar, Bass Guitar, Drums and Percussion ☐ Use their voice ☐ Create and compose music with others <p>Explore how music is created with interrelated elements: Pitch, Duration, Dynamics, Tempo, Texture, Timbre, Structure, Notation, Tonality, Scales & Harmony</p>	<ul style="list-style-type: none"> ☐ Perform, listen, review & evaluate a range of music ☐ Instrument specific technique – Keyboard and Digital Audio Workstation ☐ Create and compose music with others ☐ Explore how music is created with interrelated elements: Pitch, Duration, Dynamics, Tempo, Texture, Timbre, Structure, Notation, Tonality, Scales & Harmony