

Curriculum Map Year 9 Music

Topic Name	Term	Skills developed with link to NC Subject content	Reflection on previous link in the curriculum	Progress to future link in the curriculum
<i>Pop timeline/ the 60's</i>	<i>Autumn HT1</i>	Singing: Sing regularly from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and dynamic contrast. Listening: Develop the technical ability to identify the use of musical elements Performance: Further increase the rhythmic scope of melodies on keyboard instruments, following staff notation written on two staves. Add either a single note or chordal accompaniment to the melody. Reading Notation: Read and play short rhythmic phrases at sight, using conventional symbols for known rhythms and note durations. Read simple phrases using pitch and rhythmic notation on the treble and bass clef containing some leaps.	<i>Building on pupils' prior performance experience, singing & playing more complex parts: solos and harmonies, adding in more expression</i> <i>Developing students' abilities to use technical vocab, e.g. developed when studying The Elements of music in Y7</i> <i>Developing students' ability to read and perform staff notation, e.g. following on from the Y7 instrumental scheme/the world music topic</i>	<i>Students to continue to enhance their performance standard/ expression throughout performance tasks at KS4/5</i> <i>Students will have ample opportunity to develop their staff notation/ tab notation reading skills throughout Y9 topics, e.g. 70's performance tasks, as well as KS4 & 5 performance tasks</i>
<i>70's pop/ word painting</i>	<i>Autumn HT2</i>	Listening: Develop the technical ability to identify the use of musical elements Develop understanding of the meaning and purpose of music being listened to Composition: Develop understanding of composition through Song-writing/ Programme Music. Song-writing: -Compose contrasting chord sequences to create pieces in either ternary or verse/chorus form. -Write simple bass lines using the root note of each chord. -Create rhythmic accompaniment to support chord sequences. -Compose melodic lines, shaped by lyrics and/or harmonic intention. Programme music -Compose contrasting harmonic sequences that respond to extra-musical stimuli. -Use percussion and percussive sounds. -Explore melodic line, use of contrast and structural ideas, e.g. ABACA.	<i>Developing students' abilities to use technical vocab relating to the elements of music & how musical ideas communicate meaning, e.g. developed when studying folk music in Y7/ programme music in Y7</i> <i>Building on students' composition skills utilising Soundtrap, e.g. developed during the programme music topic & using orchestral sounds, studied in Y7 & song-writing in Y8</i>	<i>Composition skills in a certain style developed during the Band project topic in Y9, as well as when composing 2 pieces at GCSE Level, and at KS5 during Unit 1: Practical Music Theory and Harmony</i>
<i>80's/90's cover versions</i>	<i>Spring HT3</i>	Singing: Sing regularly from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and dynamic contrast. Sing homophonic and/or polyphonic harmony in three parts. Listening: Develop the technical ability to identify the use of musical elements Performance: Further increase the rhythmic scope of melodies on keyboard instruments, following staff notation written on two staves. Add either a single note or chordal accompaniment to the melody; alternatively play a piece based on chords Reading Notation: Read and play short rhythmic phrases at sight, using conventional symbols for known rhythms and note durations. Read simple phrases using pitch and rhythmic notation on the treble and bass clef containing some leaps.	<i>Developing students' abilities to perform with interpretation & expression</i> <i>Singing in harmony developed from Y7, folk music, as well as Y8, song-writing.</i> <i>Reading notation developed from Y7, e.g. orchestral music, and Y8, e.g. world music</i>	<i>Students' abilities to create mashups/ interpret ideas will be further enhanced during KS5: Unit 3, Ensemble Music Performance.</i> <i>Notation reading skills to be developed throughout Y9/KS4/ KS5 performances</i>
<i>Musicals</i>	<i>Spring HT4</i>	Singing: Sing regularly from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and dynamic contrast. Sing homophonic and/or polyphonic harmony in three parts. Listening: Develop the technical ability to identify the use of musical elements Develop understanding of the meaning and purpose of music being listened to Performance: Perform using music and drama skills (link to drama curriculum)	<i>Ensemble performance developed from across Junior School/ KS3.</i> <i>Links to drama curriculum: portraying characters in performance/ becoming a role</i>	<i>Students will further study and analyse musical theatre pieces at GCSE when studying the set works</i>

Band project 1: covers	Summer HT5	<p>Singing: Sing regularly from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and dynamic contrast.</p> <p>Sing homophonic and/or polyphonic harmony in three parts.</p> <p>Listening: Develop the technical ability to identify the use of musical elements</p> <p>Performance: Further increase the rhythmic scope of melodies on keyboard instruments, following staff notation written on two staves. Add either a single note or chordal accompaniment to the melody; alternatively play a piece based on chords</p> <p>Reading Notation: Read and play short rhythmic phrases at sight, using conventional symbols for known rhythms and note durations.</p> <p>Read simple phrases using pitch and rhythmic notation on the treble and bass clef containing some leaps.</p>	<p><i>Further developing students' abilities to perform with interpretation & expression & in harmony</i></p> <p><i>Utilising students' understanding of piano chords & their ability to perform them & to read & perform tab</i></p> <p><i>Enhancing students' abilities to read & perform complex staff notation</i></p>	<p><i>Performing covers will feature heavily throughout the KS4/5 courses as students prepare for performance tasks.</i></p> <p><i>Students will perform more complex parts, as well as reading more complex tab/staff notation</i></p>
Band project 2: original song	Summer HT6	<p>Singing: Sing regularly from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and dynamic contrast.</p> <p>Sing homophonic and/or polyphonic harmony in three parts.</p> <p>Composition: Develop understanding of composition through Song-writing/ Programme Music.</p> <p>Song-writing:</p> <ul style="list-style-type: none"> -Compose contrasting chord sequences to create pieces in either ternary or verse/chorus form. -Write simple bass lines using the root note of each chord. -Create rhythmic accompaniment to support chord sequences. -Compose melodic lines, shaped by lyrics and/or harmonic intention. <p>Programme music</p> <ul style="list-style-type: none"> -Compose contrasting harmonic sequences that respond to extra-musical stimuli. -Use percussion and percussive sounds. -Explore melodic line, use of contrast and structural ideas, e.g. ABACA. 	<p><i>Developing students' composition skills to a brief, developed throughout KS3 Ideas will be more complex & will feature a real sense of style & expression, as well as manipulation of complex musical features</i></p> <p><i>Developing song-writing skills & piano chords developed in Y8</i></p>	<p><i>Students' abilities to compose to a brief, utilising song-writing skills, will be further developed when creating GCSE compositions, as well as creating ideas for KS5, Unit 1: Practical Music Theory and Harmony</i></p> <p><i>Singing skills to be developed throughout all performance tasks at KS4/5</i></p>