

# Curriculum Content Map

Subject: Music

Year group: 9

	TERM 1 (7 lessons)	TERM 2 (6 lessons)	TERM 3 (6 lessons)
	September October or November December	January February or February March	April May or June July
Virtues	1. Friendliness and Civility (Sept) 2. Justice and Truthfulness (Oct) Or 3. Courage (Nov) 4. Generosity (Dec)	5. Gratitude (Jan) 6. Good Speech (Feb) Or 6. Good Speech (Feb) 7. Good Temper and Good Humour (Mar)	8. Self-Mastery (April and May) Or 9. Compassion (June) 10. Good Sense (July)
Skills	1. Listening (Sept) 2. Leadership (Oct) 3. Problem Solving (Nov) 4. Creativity (Dec)	5. Staying Positive 6. Speaking 7. Staying Positive	8. Aiming High 9. Aiming High 10. Speaking 11. Teamwork
Topic Title & Description	<b>Samba</b> Students, through the study of Samba, explore a range of instruments and how culture impacts genre. They will identify different scales, chords, beats and develop a deeper understanding of the music that influences South America.	<b>Jazz and Blues</b> Learners play and perform a range of ensemble and solo contexts through the medium of jazz and blues. They are encouraged to listen without discrimination and critique a range of musicians and composers.	<b>Ukulele pop songs</b> This unit encourages learners to develop their music performance and lyric skills using the ukulele. Appreciation of a range of musicians, the history of the instrument and then composing a piece that is appropriate to a theme and idea.
Sequencing and Sequencing Skills	Introduction to drums as an instrument. Applying and understanding culture and context behind a genre. Reading music for a different instrument. Focus on pace, rhythm and ensemble.  <b>Builds from</b> previous knowledge and understanding of rhythm and timing from year 7 (all topics). <b>Builds to</b> notations and scores using a range of instruments in different musical styles.	Introduction to the blues – playing the features on the keyboard. Developed further by learning by adding in melody, chords, listening skills – applied to two different genres not previously studied.  <b>Builds from</b> year 7 term 1 and term 2 keyboard skills and notation. <b>Further developed</b> in year 9 final project in term 3.	Application of music appreciation and critique skills to develop and refine performance in a solo context. Genre is deepened with study of ‘Pop’ and voice/singing is introduced with lyric development.  <b>Builds from</b> composition, rhythm and performance throughout Year 7  <b>Developed further</b> in year 9 with lyrics, performance and voice for final unit.
Retrieval	Listening and analysing tasks. Looking at cultures – reminder of the Caribbean unit in year 7 and how culture and history impacts a style. Scales from notation are also revised.	Recapping how to find the notes on the keyboard and notation from Year 7. Links to Jazz and Blues being early film scores in Year 7. Famous artists re-visited too.	Retrieval of listening and appraising tasks – in film music, Caribbean music and jazz and blues music. Pop explored in Year 7 film and gaming too.
New Learning	Learning to play as an ensemble. Learning to play the samba drums. Learning to read drum notation. Learning about historical periods in music genre.	12 bar blues. Walking bassline. Learning to play 7 <sup>th</sup> chords Learning to play the boogie woogie piano part Learning a ragtime song and jazz songs	Learning to play the ukulele. How to read ukulele chord charts. How to read ukulele tablature.
Literacy	Ensemble Scales Notation Culture Chords Beats Allegro Prestissimo Rubato	Texture Tone colour Brass Woodwind Percussion Jazz Rhythm & Blues Scat	Ukulele Form Pop Charts Parody Vocals Pitch Tempo
Numeracy	Beats per minute Counting in-counting out	7 <sup>th</sup> chord 12 bar blues	Ukulele chords
Independent Learning	Learning how to play multiple samba parts and put together as a class ensemble.	Learning how to play the 12 bar blues chord progression, walking bassline, swung quavers, syncopated melodies, seventh chords and boogie woogie parts on the keyboard.	Learning to play a range of chords on the ukulele. Putting them together to rehearse and perform a range of songs.
Super curricular activities	Use of the music practice rooms in break and lunchtimes. Music club elective.	Use of the music practice rooms in break and lunchtimes. Music club elective.	Use of the music practice rooms in break and lunchtimes. Music club elective. Possible end of term assembly performance.
British values and SMSC	Social – supporting one another in performances. Cultural – Studying music of different cultures.	Social – supporting one another in performances. Cultural – Appreciating music in a range of styles and respecting others’ musical tastes.	Social – supporting one another in performances. Cultural – Appreciating music in a range of styles and respecting others’ musical tastes.
Links to skills and virtues	Friendliness and Civility – Peer support in practical tasks, working together. Listening – Instructions regarding the safe use of equipment in the food room. Justice and Truthfulness – When reviewing own work. Leadership – Lead on presentation of product. -----or----- Courage – Being honest about their skills and confidence levels with using equipment. Problem-Solving – Overcoming challenges in practical cooking tasks and adjusting recipes Generosity – Sharing of equipment Creativity – In presentation of food products	Gratitude – Appreciation of support from others. Staying Positive – Using feedback in a positive way relating to improve practical skills. Good Speech – Delivering a presentation Speaking – Oracy in presentation of ideas -----or----- Good Speech – Delivering a presentation Speaking – Oracy in presentation of ideas Good Temper/Humour – Remaining calm in challenging practical tasks Staying Positive – Using feedback in a positive way to improve practical skills.	Self –Mastery – In practical tasks Aiming High – Looking for the best finish of food products when conducting practical. -----or----- Compassion – Help with peer-feedback and evaluation in a caring and constructive way Speaking – Talking about processes they are undertaking when asking to explain processes Good Sense – Use of equipment and keeping safe in practical food environment. Teamwork – Support each other to make sure everyone has time to use the equipment to get the cook completed on time.

Careers	Bands, Composers, Performers Solo Performance Music Reviewer	Jazz Singer Band orchestra positions Music publisher and recording.	Performer, Writer, Lyricist Marketing
Formative assessment	Introduction and Section A and B of Samba de Jeneiro	Listening and analysis elements of a jazz song.	Playing a short sequence on a ukulele, without lyrics.
Summative assessment	Section C and improvisation section (combined with the first half of the song)  <b>Level 2</b> Pupils recognise and explore how sounds can be organised.  They sing with a sense of the shape of the melody, and perform simple patterns and accompaniments keeping to a steady pulse. T  They choose carefully and order sounds within simple structures such as beginning, middle, end, and in response to given starting points.  They improve their own work.  <b>Level 3</b>  They improvise repeated patterns and combine several layers of sound with awareness of the combined effect.	Listening, analysis and identification of key jazz and blues music.  <b>Level 2</b> Pupils recognise and explore how sounds can be organised.  They represent sounds with symbols and recognise how the musical elements can be used to create different moods and effects.  They improve their own work.	Performance and lyric writing, connecting to a product or idea.  <b>Level 3</b> Pupils recognise and explore the ways sounds can be combined and used expressively.  They sing in tune with expression and perform rhythmically simple parts that use a limited range of notes.  They improvise repeated patterns and combine several layers of sound with awareness of the combined effect.  They recognise how the different musical elements are combined and used expressively and make improvements to their own work, commenting on the intended effect.
Personalised Challenge for LA	1:1 support. Demonstrations. Modelling. Laminated templates. Stepped improvisation guides.	1:1 support. Demonstrations. Modelling. Keywords sheet. Instrument index sheet. Picture templates.	1:1 support. Demonstrations. Modelling. Sentence starters. Word clouds and sheets.
HA Challenge	Lyrics created independently. Students use instruments to create the backing track. Record using MIDI keyboard.	Use of the MIDI keyboard to include own parts. Record all original material, no use of loops. Use of Logic Pro as opposed to Garageband. Notate music by hand.	Choose own songs. Play with 2 hands. Play and sing at the same time. Wider range of chords if ukulele or guitar. Create own strumming patterns.
ICT Opportunities	MIDI keyboard Sequencing software Music technology GarageBand	MIDI keyboard Sequencing software Music technology GarageBand	MIDI keyboard Sequencing software Music technology GarageBand