

Curriculum Content Map		Subject: Music Year 9		
Month		Term 1	Term 2	Term 3
	Units of Work	Protest Songs - Composition Students compose a protest song in small groups.	Composing for a Sci-fi film trailer BTEC Music Unit 4 style composition project	Final Project - Students create a music product - a final performance or composition. (taster of 3 BTEC units)
Cultural Transmission	National Curriculum area – KS3	<ul style="list-style-type: none"> To learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence 	<ul style="list-style-type: none"> To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians 	<ul style="list-style-type: none"> To play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
	Substantive knowledge <i>The What!</i>	The third year of music will give students opportunity to consolidate their learning of various skills such as keyboard, notation, and music technology, as they draw on skills acquired in previous years to engage in meaning musical projects that will be inspiring and stimulating enough to motivate them to continue their musical journey in the future. Students will hone in their skills in listening to various genres of music, appraising music history conventions and using ideas to embark on a bespoke composition project and performance.		
	Disciplinary knowledge <i>The How!</i>	The special focus on composition will be developed through exploring song structure, chord progressions and lyric writing. Students will sing various classic and popular songs. They will be composing to a moving image as part of developing music technology skills. This will culminate in their own composition project that introduces them to some of the work at Key Stage 4. They will also take part in a band project, selecting their own song (own composition or cover), rehearsing and performing to an audience.		
	Sequencing (Flow) <i>Retrieval & Extension</i>	Students have focussed on lyric writing for homework only at this point in year 7 and 8 – this builds in the introduction of composing lyrics. Composition skills in a different context. Builds upon singing in year 7 – Caribbean music, also from composition in term 3 of year 7. Is further developed in term 2 – sci-fi and comedy composition.	Draws on composition skills with a focus on the musical accompaniment rather than the lyrics. This is a mini BTEC style project to prepare students further for KS4 study. Builds upon composition in term 1 but with a focus on the instrumental aspect. Is further developed in term 3 if chose the composition pathway – free choice composition bringing all skills together.	Students draw on all previous skills learned to complete a final project with either a performance or composition pathway. Brings together skills from all key stage 3 study. Builds upon all previous topics – performance and composition. Is further developed if Music has been selected at KS4.
	Summative Assessment	Deep mark 1 – WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints Deep mark 2 – WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints AP1 W/C 22/11/21 – Colour theory assessment sheet.	Students will complete a summative assessment consisting of a performance of their chosen film theme on the keyboard.	Deep mark 5 – WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints Deep mark 6 – WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints AP3 W/C 20/06/22 – Final consolidation project outcome which pupils have been working towards in previous lessons.
Personal Empowerment	Virtue	1. Friendliness and Civility (September) 2. Justice and Truthfulness (October) 3. Courage (November) 4. Generosity (December)	5. Gratitude (January) 6. Good Speech (February) 7. Good Temper (March)	8. Self-Mastery (April and May) 9. Compassion (June) 10. Good Sense (July)
	Link to Virtue <i>The opportunity to reflect, think deeply and critically about an issue.</i>	Friendliness and Civility – Look at various song lyrics which suggest acting with friendliness and civility. Justice and Truthfulness – Understanding how to communicate musically with artistic integrity to different types of genres. Problem Solving – understanding how musicians respond creatively to various stimuli in their compositions Generosity – giving constructive and positive feedback to others when appraising their performance.	Gratitude – Appreciation of equipment and other styles of music that have developed. Staying Positive – Using feedback in a positive way to improve practical work. Good Speech – Delivering a presentation. Speaking – Oracy in presentation of ideas.	Self-Mastery – Understanding how to use correct finger techniques when playing the keyboard. Self-Mastery - Understanding how musicians master their skills to compose great pieces of music. Compassion – Considering others when performing. How do you articulate your music to demonstrate and communicate feeling? Good Sense – Working with others sensible in ensembles such as band, choir, or orchestra.
Preparation for Work	Skill	1. Listening (September) 2. Leadership (October) 3. Problem Solving (November) 4. Creativity (December)	5. Staying Positive (January) 6. Speaking (February) 7. Staying Positive (March)	8. Aiming High (April and May) 9. Speaking (June) 10. Teamwork (July)
	Link to Skill <i>Transferable skills</i>	Listening - To listen to each other through peer assessments and class discussions. Leadership - Lead on performance of their work, then leading on their own compositions. Courage - Having the courage to push yourself out of your comfort zone and try new skills Creativity - Showing the creative skills learned in your work to produce a final outcome.	Good Speech – Delivering a performance and giving constructive feedback to others Speaking – Oracy in presentation of ideas. Good Temper/Humour – Remaining calm when faced with challenges in practical tasks. Staying Positive – Using feedback in a positive way relating to improve practical work	Aiming High – Aiming for a platinum outcome with musical performances. Aiming High –Aiming for a platinum outcome with compositions. Speaking – Explaining and supporting their analysis of music. Teamwork – Performing together as an ensemble.
Preparation for Citizenship	Link to SMSC & British Values	Enable students to acquire a broad general knowledge of and respect for musical heritage in England Enables students to begin to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.	Developing an understanding and appreciation of how various musical structures have evolved as part of our culture.	Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures. Enable students to develop their self-knowledge, self-esteem and self-confidence;
	Link to SMSC & British Values <i>Developing opinions on current issues</i>	Social – supporting one another in performances. Cultural – learning about other cultures music and contexts	Social – supporting one another in performances. Cultural – learning about other cultures music and contexts	Developing an understanding and appreciation of how various musical instruments have evolved and contributed to our musical heritage.