

Curriculum Plan

Department/subject: Music

Our Vision: **We take opportunities and aspire to excellence**

Our Intent:

- All students will experience a curriculum richness, breadth and depth
- The curriculum equips every student with the knowledge and skills for the future in our local area and beyond
- The curriculum builds on prior knowledge and creates a ‘web of knowledge’
- Gaps in knowledge and skills are identified and addressed quickly

Our Department Vision: **Understand music within a world context and a historical context, and be able to create music by yourself and with others.**

By the end of Year 9 we hope a student would demonstrate the following in music lessons:

- Knowledge of a variety of different genres of music
- Ability to accurately self and peer assess using musical vocabulary
- Maturity to work unsupervised by the teacher for extended periods of time (e.g. up to 20 minutes)
- Ability to perform more complex (Grade 3) pieces with basic accuracy, technical control, expression and musicality (see PLC)
- Ability to compose longer pieces with more sophisticated use of musical elements (see PLC)
- Ability to explain the effects of music I hear using musical terminology
- Ability to read and write basic music notation
- Ability to perform from simple notation
- Knowledge of the different ways to learn a piece of music (notation, modelling, aural) and awareness of which style most suits them

Year 9	Autumn 1 – Musical Futures 1	Autumn 2 – Film Music
Knowledge to be taught	<ul style="list-style-type: none"> ● How to read and perform a variety of melodies, chord patterns, basslines and drum beats. ● How to play in time with a pulse and with others ● How to recognise different genres of music ● How to teach oneself to play music ● How to play ukulele ● What technical control looks like on different instruments ● How performances are assessed (link to GCSE criteria) 	<ul style="list-style-type: none"> ● Famous film composers ● How the elements of music can impact a musical score ● How to use Logic Pro X to create a film soundtrack ● How to evaluate a composition
Links to prior knowledge	Building on: - playing in time (<i>all performing based units so far</i>)	Building on using the elements of music for a dramatic purpose (8.6) but in this unit you will show understanding of how to use the

	<p>- technical control – students have done this on ukulele (8.4), djembe drums (7.5), percussion (7.5) and keyboard (7.1, 7.6, 8.1, 8.5)</p> <p>- understanding of / playing chords (7.3, 8.1, 8.2, 8.4, 8.5)</p> <p>- understanding of structure (Classical 7.4, Call and response 7.5, Blues 8.1, Popular 8.2, Remix 8.3, Programme 8.6)</p> <p>Learning that notation is one method of playing music and developing the self-awareness to know whether it is a method that helps you</p>	<p>elements to match the action on the screen. You will draw on their experience of composing using the elements of music from all the composing-based units studied so far.</p>
<p>How knowledge /skill is assessed</p>	<p>Each lesson the teacher will provide verbal feedback as students are learning to play the music. There will be performing opportunities within each lesson and the teacher will model feedback, which can then be used to support students giving self and peer feedback. At the end of the unit students will record their performance and the teacher will have a conversation with them about their learning, giving specific praise and constructive feedback. The teacher will tell the student if they are still working towards, on target, or exceeding their target (S/O/E). The teacher will also record a grade on a tracking sheet and SIMS, but this will not be shared with the student.</p>	<p>Each lesson the teacher will provide verbal feedback as students are composing. There will be opportunities for students to play their work to the class, within most lessons, and the teacher will model feedback, which can then be used to support students giving self and peer feedback. At the end of the unit students will play their composition to the teacher who will have a conversation with them about their learning, giving specific praise and constructive feedback. The teacher will tell the student if they are still working towards, on target, or exceeding their target (S/O/E). The teacher will also record a grade on a tracking sheet and SIMS, but this will not be shared with the student.</p>
<p>How gaps will be addressed</p>	<ul style="list-style-type: none"> ● The teacher will use one-to-one modelling with students who are struggling to make progress ● Where necessary, lesson time will be given to re-teach/re-model concepts that students do not yet fully understand ● Higher ability students supporting lower ability students 	<ul style="list-style-type: none"> ● The teacher will use one-to-one modelling with students who are struggling to make progress ● Where necessary, lesson time will be given to re-teach/re-model concepts that students do not yet fully understand ● Higher ability students supporting lower ability students
<p>Key vocabulary</p>	<ul style="list-style-type: none"> ● Pulse ● Playing in time (Musicality) ● Chords ● Technical control ● Expression ● Structure (pop music) ● Notation 	<ul style="list-style-type: none"> ● Composing music that fits the action on screen ● Sonority ● Melody ● Rhythm ● Ostinato ● Chord pattern ● Sound effects

	<ul style="list-style-type: none"> • Ukulele 	<ul style="list-style-type: none"> • Dynamics • Tempo
Cultural capital lessons	Composer of the month referred to in lessons and excerpts played and discussed. Students will learn to play a variety of songs from different composers within the popular style. We will discuss why these songs have been chosen and the composers' place in wider musical context. One of the songs studied is 'Let It Be'; we will discuss the influences on The Beatles' music and the influence they in turn exerted on other musicians.	Composer of the month referred to in lessons and excerpts played and discussed. We will discuss how film music has developed from classical and programme music.

Year 9	Spring 1 – Musical Futures 2	Spring 2 – Tango
Knowledge to be taught	<ul style="list-style-type: none"> • How to read and perform a variety of melodies, chord patterns, basslines and drum beats. • How to play in time with a pulse and with others • How to recognise different genres of music • How to teach oneself to play music • How to play ukulele • How to use syncopation in a performance • How to understand song structure 	<ul style="list-style-type: none"> • How to play and improvise using the A minor scale • Key features of tango music • Tango composers • The origin and context of tango music • How tango music fits the dance • How to perform and arrange a tango piece • How to evaluate a composition
Links to prior knowledge	Building on the skills and knowledge developed in Musical Futures 1 (9.1) and all the performing-based units studied so far.	Building on: - scales (<i>pentatonic 7.2, major / minor 7.3, blues 8.1, major 8.2</i>) - improvisation (<i>7.2, 7.5, 8.1, 8.2</i>) - knowledge of chord patterns and bass lines (<i>8.1, 8.2, 8.4</i>) This is the second dance genre studied (<i>8.3</i>) and students will learn about the context of the tango.

<p>How knowledge /skill is assessed</p>	<p>Each lesson the teacher will provide verbal feedback as students are learning to play the music. There will be performing opportunities within each lesson and the teacher will model feedback, which can then be used to support students giving self and peer feedback. At the end of the unit students will record their performance and the teacher will have a conversation with them about their learning, giving specific praise and constructive feedback. The teacher will tell the student if they are still working towards, on target, or exceeding their target (S/O/E). The teacher will also record a grade on a tracking sheet and SIMS, but this will not be shared with the student.</p>	<p>Each lesson the teacher will provide verbal feedback as students are composing. There will be opportunities for students to play their work to the class, within most lessons, and the teacher will model feedback, which can then be used to support students giving self and peer feedback. At the end of the unit students will play their composition to the teacher who will have a conversation with them about their learning, giving specific praise and constructive feedback. The teacher will tell the student if they are still working towards, on target, or exceeding their target (S/O/E). The teacher will also record a grade on a tracking sheet and SIMS, but this will not be shared with the student.</p>
<p>How gaps will be addressed</p>	<ul style="list-style-type: none"> ● The teacher will use one-to-one modelling with students who are struggling to make progress ● Where necessary, lesson time will be given to re-teach/re-model concepts that students do not yet fully understand ● Higher ability students supporting lower ability students 	<ul style="list-style-type: none"> ● The teacher will use one-to-one modelling with students who are struggling to make progress ● Where necessary, lesson time will be given to re-teach/re-model concepts that students do not yet fully understand ● Higher ability students supporting lower ability students
<p>Key vocabulary</p>	<ul style="list-style-type: none"> ● Pulse ● Playing in time (Musicality) ● Chords ● Technical control ● Expression ● Structure (pop music) ● Notation 	<ul style="list-style-type: none"> ● Minor scale ● Improvisation ● Chord pattern ● Bass line ● Rhythm ● Dance music ● Context ● Astor Piazzolla ● Bandoneon ● Accordion ● Violin ● Double bass ● Piano

Cultural capital lessons	Composer of the month referred to in lessons and excerpts played and discussed. Students will learn to play a variety of songs from different composers within the popular style. We will discuss why these songs have been chosen and the composers' place in wider musical context.	Composer of the month referred to in lessons and excerpts played and discussed. Students will learn about the origin and context of the tango and it's most famous composers and performers.
--------------------------	---	--

Year 9	Summer 1 – Musical Futures 3	Summer 2 – Classical Remix
Knowledge to be taught	<p>Pathway 1:</p> <ul style="list-style-type: none"> ● How to read and perform a variety of melodies, chord patterns, basslines and drum beats. ● How to play in time with a pulse and with others ● How to recognise different genres of music ● How to teach oneself to play music ● How to play ukulele ● How to use syncopation in a performance ● How to understand song structure <p>Pathway 2:</p> <ul style="list-style-type: none"> ● How to compose an original song ● How to write down an original song composition 	<ul style="list-style-type: none"> ● What a symphony is ● Context of the classical music period and famous Classical composers ● How to arrange a remix using samples ● How to use the elements of music to create an effective remix
Links to prior knowledge	Building on the skills and knowledge developed in Musical Futures 1 & 2 (9.1, 9.3) and all the performing-based units studied so far.	This unit is designed with the progression to GCSE particularly in mind. We will refer to Beethoven's Symphony No. 5 like a set work. Students can build on their knowledge of how to compose a remix (8.3). Students will build on all the composition skills and knowledge they have developed from Year 7.
How knowledge /skill is assessed	Each lesson the teacher will provide verbal feedback as students are learning to play the music. There will be performing opportunities within each lesson and the teacher will model feedback, which can then be used to support students giving self and peer feedback. At	Each lesson the teacher will provide verbal feedback as students are composing. There will be opportunities for students to play their work to the class, within most lessons, and the teacher will model feedback, which can then be used to support students giving self and

	<p>the end of the unit students will record their performance and the teacher will have a conversation with them about their learning, giving specific praise and constructive feedback. The teacher will tell the student if they are still working towards, on target, or exceeding their target (S/O/E). The teacher will also record a grade on a tracking sheet and SIMS, but this will not be shared with the student.</p>	<p>peer feedback. At the end of the unit students will play their composition to the teacher who will have a conversation with them about their learning, giving specific praise and constructive feedback. The teacher will tell the student if they are still working towards, on target, or exceeding their target (S/O/E). The teacher will also record a grade on a tracking sheet and SIMS, but this will not be shared with the student.</p>
<p>How gaps will be addressed</p>	<ul style="list-style-type: none"> ● The teacher will use one-to-one modelling with students who are struggling to make progress ● Where necessary, lesson time will be given to re-teach/re-model concepts that students do not yet fully understand ● Higher ability students supporting lower ability students 	<ul style="list-style-type: none"> ● The teacher will use one-to-one modelling with students who are struggling to make progress ● Where necessary, lesson time will be given to re-teach/re-model concepts that students do not yet fully understand ● Higher ability students supporting lower ability students
<p>Key vocabulary</p>	<ul style="list-style-type: none"> ● Ostinato ● Melody ● Drum beat ● Bass line ● Chord sequence ● Chorus ● Bridge ● Verse ● Introduction ● Outro ● Pulse ● Playing in time (Musicality) ● Chords ● Technical control ● Expression ● Structure (pop music) ● Notation 	<ul style="list-style-type: none"> ● Context ● Structure ● Sonority ● Dynamics ● Melody



<p>Cultural capital lessons</p>	<p>Composer of the month referred to in lessons and excerpts played and discussed. Students will learn to play a variety of songs from different composers within the popular style. We will discuss why these songs have been chosen and the composers' place in wider musical context.</p>	<p>Composer of the month referred to in lessons and excerpts played and discussed. Students will learn about the context of Beethoven and why he is such an important figure in music history.</p>
---------------------------------	--	--