



Curriculum Map

Subject: Music

Year Group: 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Content</p> <p><i>Declarative knowledge – 'Know what'</i></p>	<p>The Romantic Period</p> <p>Know key musical features from the Romantic period as part of Western Classical Music and to apply this knowledge in describing unfamiliar musics of the era.</p> <p>Know the key composers – Beethoven, Schubert, Wagner, Coleridge-Taylor, Tchaikovsky, Clara Schumann, Liszt</p> <p>Key vocabulary – harmony, chromaticism, chromatic scales</p> <p>Know that programme music is music that tells a story.</p> <p>Music theory – compound time signatures 6/8, slurs and other simple performance articulations and directions.</p>		<p>Caribbean Music / Fusions</p> <p>Recognise the different genres of Caribbean Music by their key musical features – Calypso, Soca, Reggae, Salsa, Merengue</p> <p>Know the key musical features of these styles</p> <p>Key vocabulary – syncopation, off-beat rhythms, accented beats</p> <p>Music theory – syncopation, tied and dotted notes, accents and other articulations.</p>		<p>Music for Stage and Screen</p> <p>Know the origins of musical theatre in the west.</p> <p>Know that Rodgers and Hammerstein's role in developing music theatre and films in the 20th century.</p> <p>Know the elements and structure of music theatre.</p> <p>Know the role of music in musical theatre through performing and appraising the music of Hamilton.</p> <p>Understand fusion in music through the fusion of rap, hip-hop and the musical theatre style.</p> <p>To be familiar with music for different types of films and to recognise film genres.</p> <p>To know some musical features can be combined to create soundtracks for different film genres.</p> <p>Key vocabulary – Acts in musical theatre, the band pit, fusion music, rap, hip-hop, diatonic and non-diatonic music, soundtrack, background music.</p> <p>Key composers – Rodgers and Hammerstein, Leonard Bernstein, Lin-Manuel Miranda, John Williams, Hans Zimmermann, Rachel Portman</p>	

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Skills <i>Procedural knowledge – ‘Know how’</i>	Composing your own programme music Recognise and use more complex time-signatures in composing Use chromaticism in creating expressive and dramatic programme music compositions		Perform a whole class version of a calypso song using band instruments or ukulele/hand percussion and singing. Arrange own part in a reggae song for a small ensemble performance Recognise syncopation in music notation Know how to make chords which use white notes only (C, F, G) and 2 white notes with a black note in the middle (D, E, A)		Performing a musical theatre song in a group accompanying this with band instruments, keyboards and/or ukulele. Performing a film music theme on the keyboard. Composing for a film clip. Learning to use Garageband composing software to compose music for a short film clip.	
Key questions	How to use major/minor/chromaticism in creating expressive and dramatic music that tells a story? How to use more complex time signatures to create different rhythmic effects? How can different chord progressions, harmony and chromaticism create different moods in music? How can music tell a story? How does harmony create a sense of tension and release in music?		What are the musical features of the different genres of Caribbean music? What is the distinctive rhythmic feature of each of these genres? What makes a good arrangement of reggae music? What is a hook, a riff?		What is music's role in musical theatre and in film? What is the structure of musical theatre? What is diegetic and non-diegetic music in film? How does chromaticism create different moods in music? Compare and contrast the use of synthesizers and composing softwares with the symphony orchestra in the creation of film music.	
Assessment	Perform a Romantic piece of music on an instrument. Compose a piece of programme music. Use specialist vocabulary to describe unfamiliar Romantic music.		Whole class performance of a calypso song Group band performances of own arrangements of a reggae song Appraising – recognising different Caribbean music genres		Performance of a musical theatre song. Composing to a short film clip. Entry-level usage of Garageband – creating a new track, use of metronome, quantise, automation.	
Literacy/ Numeracy/ SMSC/ Character	Tolerance, confidence, resilience		Confidence, resilience, collaborative skills		Confidence, collaborative skills, ICT skills	