


Performing Arts Department – Year 9 Music

 <p align="center">Shirley High Curriculum Map</p>	<p><i>Year 9 the skilled musician / singer: Students will get an understanding of the emotive nature of music and the role this plays in film music, the Blues & world music.. There will be an exploration of the emotive and dramatic intent of music in films. Students will explore the structure of the Blues & feelings told through melancholic lyrics. Students will develop their understanding of world music, exploring the importance of rhythms and motifs and gain an understanding of character themes in game music.</i></p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:
	Soundtracks (Music for Film)	Soundtracks (Music for Film)	The Blues	The Blues	World Music (New Directions)	World Music (Video Game Music)
Why Now?	Allows students to develop their musical understanding and abilities, with context from other forms of media they are familiar with	Allows students to develop their musical understanding and abilities, with context from other forms of media they are familiar with	To provide a solid foundation in the genre, whilst utilising previous skills in performing and composing	To provide a solid foundation in the genre, whilst utilising previous skills in performing and composing	To provide students with a foundation and understanding in different genre of music	To provide students with a foundation and understanding in different genre of music
Fundamental Concepts	Students will contextualize their knowledge through listening of several varying film music examples and have the opportunity to arrange and perform both existing examples as well as their own compositions	Students will contextualize their knowledge through listening of several varying film music examples and have the opportunity to arrange and perform both existing examples as well as their own compositions	To develop analysis, performance & composition skills for The Blues	To develop analysis, performance & composition skills for The Blues	To develop analysis, performance & composition skills of world music genres	To develop analysis, performance & composition skills of world music genres
Students will...	<p>SoundTracks – Overview The unit explores why and how music is used in film. It will build student’s skills in performing, listening and composing, as well as provide opportunities for appraising. Students will explore compositional techniques employed in film music and use these to produce their own compositions to a short piece of film.</p> <p>Students must: Recognise roles of music within film and identify how music is used to reflect mood/emotion. Be able to distinguish different moods through listening activities. They will acquire knowledge of several compositional techniques used for film music. Be able to perform a simple part of their compositions with some accuracy and maintain it with some awareness of others.</p> <p>Students should: be able to discriminate between different moods by identifying and describing how the elements of music are manipulated to do so in listening examples. They will take an active role in their group composing activities and be able to explore some film composition techniques that successfully reflect a desired mood.</p> <p>Students could: be able to clearly explain and evaluate how a mood is distinguished in film music with justification through expressing technical and musical vocabulary. They will demonstrate some creativity and offer some originality. Few pupils will effectively support others in their group and offer constructive advice – musically and/or verbally.</p> <p>Understand the main musical characteristics of Film Music Understand what musical styles lend themselves to particular film styles, and why.</p> <p>Understand what makes a memorable soundtrack, how the soundtrack of a film can completely change the mood of a scene and what musical effects and choices are used to ensure this.</p> <p>Understand how to create tension/suspense/excitement etc with changes to musical elements.</p> <p>Evaluate work done by peers and themselves and offer suggestions for improvements.</p> <p>Perform original soundtracks for a short film clip to an audience.</p>	<p>SoundTracks – Overview The unit explores why and how music is used in film. It will build student’s skills in performing, listening and composing, as well as provide opportunities for appraising. 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Understand how lyrics are constructed in Blues music; To know what the 12-bar blues is and how this forms the basis of Blues music.</p> <p>Students must: Be able to describe some of the key features of Blues music; write at least one verse in the AAB structure (completed as homework); be able to play a basic instrumental part within a group blues performance; and prove that they can work effectively as a group and manage their time efficiently.</p> <p>Students should: be able to experiment with ways to develop their part or improvise within the blues scale; be able to show an understanding of the characteristics of a blues singer; and be able to create a structure for their Blues song. Students could: be able to experiment with ways to develop their part and improvise within the blues scale; and demonstrate a secure understanding of how to use structure in their Blues composition.</p> <p>Understand the main musical characteristics of the Blues Understand how lyrics are constructed in Blues music; and to know what the 12-bar blues is.</p> <p>Understand what makes a good Blues singer; and to be able to play an individual instrumental part from a piece of Blues music. To understand how to create a Blues composition from the 12-bar blues chord progression and bass line; and to understand ways of developing their instrumental part to make it more interesting.</p> <p>Understand ways of developing their instrumental part to make it more interesting; and to understand how to use the Blues scale, and ‘hooks’ to improvise in the style of the Blues.</p> <p>Learn Improvise sessions</p> <p>Understand what makes a good musical performance; develop the ability to offer effective peer feedback; develop the ability to perform in front of an audience.</p> <p>Perform known blues songs to an audience in groups</p> <p>Create / perform original blues songs to an audience in groups</p>	<p>Study the Blues - overview Understand the main musical characteristics of the Blues Understand different ways of developing an instrumental part. 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The unit can be delivered solely through a “minimalism pathway” focusing on the compositional rhythmic and melodic devices and conventions of minimalist composers and their work or, alternatively, by an “expressionism pathway” later in the unit, where pupils explore serialist compositional techniques.</p> <p>Students must: Identify minimalist (and expressionist) music aurally as a genre of twentieth century music. Understand how minimalist music is based upon a motif/cell and the use of repetition/looping.</p> <p>Students should: Be able to name some minimalist (and expressionist) composers and famous piece. Understand and demonstrate how minimalist motifs/cells can be developed using basic techniques.</p> <p>Students could: Recognise key musical features of minimalist (and expressionist) music when listening and appraising. Understand and demonstrate how minimalist motifs/cells can be developed using more advanced techniques.</p> <p>Understand the main musical characteristics of Minimalism and 20th century Classical Music</p> <p>Understand the various ways in which music is used within a range of computer and video games from different times.</p> <p>Understand, describe and use common compositional and performance features used in computer and video game music.</p> <p>Understand how to vary, adapt and change a melody (character theme) for different atmospheres/scenarios.</p> <p>Understand the importance of sound effects and how these are used at certain cues to enhance gameplay within a computer or video game.</p> <p>Evaluate work done by peers and themselves and offer suggestions for improvements.</p> <p>Create / perform original compositions for a short film clip to an audience.</p>	<p>Video Game Music -Overview The unit begins by looking at Character Themes in computer and video game music before pupils move on to explore ways in which Character Themes can be developed and changed for different atmospheres and scenarios within computer and video games.</p> <p>Students must: Be able to describe basic points within a computer or video game when music used <i>e.g. main titles, level changes, game over etc.</i> • Create a basic character motif with some awareness in the sense of style.</p> <p>Students should: Be able to describe a range of points within a computer or video game when music is employed using specific musical vocabulary <i>e.g. Ground Theme (main title), Character Theme/Motif, Decision Motif.</i></p> <p>Students could: Be able to describe a range of points within a computer or video game when music is employed using specific musical vocabulary <i>e.g. Ground Theme (main title), Character Theme/Motif, Decision Motif.</i></p> <p>Understand the main musical characteristics of Video game Music</p> <p>Understand the various ways in which music is used within a range of computer and video games from different times.</p> <p>Understand, describe and use common compositional and performance features used in computer and video game music.</p> <p>Understand how to vary, adapt and change a melody (character theme) for different atmospheres/scenarios.</p> <p>Understand the importance of sound effects and how these are used at certain cues to enhance gameplay within a computer or video game.</p> <p>Evaluate work done by peers and themselves and offer suggestions for improvements.</p> <p>Create / perform original compositions for a short film clip to an audience.</p>

			Keep a rehearsal log Set targets Write performance/rehearsal evaluations	Keep a rehearsal log Set targets Write performance/rehearsal evaluations		
Language for Life (Key terms/Vocabulary)	Elements of Music, Expression, Tonality <i>Processes/Techniques:</i> Empathetic Sound, Underscoring, Themes, Music Technology, Sound Effects, Foley, Reverb, Delay, diegetic & non diegetic	Elements of Music, Expression, Tonality <i>Processes/Techniques:</i> Empathetic Sound, Underscoring, Themes, Music Technology, Sound Effects, Foley, Reverb, Delay, diegetic & non diegetic	Plantations, 12-bar blues, AAB structure, Improvisation, hook, chords, chord sequence, triad, ukulele, call & response, 4 beats-in-a-bar, blue notes, progression, swing, ground bass, vamp, strumming pattern, mimic, blues scale, intro, verse/chorus, solo, coda, Walking bass	Plantations, 12-bar blues, AAB structure, Improvisation, hook, chords, chord sequence, triad, ukulele, call & response, 4 beats-in-a-bar, blue notes, progression, swing, ground bass, vamp, strumming pattern, mimic, blues scale, intro, verse/chorus, solo, coda, walking bass	Syncopation, irregular accents, irregular time signatures, hexachords, phase in/phase out, metamorphosis, additive melody, isorhythmic overlap, augmentation, diminution, inversion, retrograde, retrograde inversion	Jumping bass line, disjunct movement, staccato, articulation chromatic movement, syncopation sampling, cues, orchestration
Extended writing Opportunities	Listening Exercises – Describing the Music in detail performance/rehearsal evaluations	Listening Exercises – Describing the Music in detail performance/rehearsal evaluations	Listening Exercises – Describing the Music in detail performance/rehearsal evaluations	Listening Exercises – Describing the Music in detail performance/rehearsal evaluations	Listening Exercises – Describing the Music in detail performance/rehearsal evaluations	Listening Exercises – Describing the Music in detail performance/rehearsal evaluations
Maths Across the Curriculum	Time signatures / note values / counting the bars / beats per minute (BPM) / clapping rhythms / rhythm dictation / musical maths	Time signatures / note values / counting the bars / beats per minute (BPM) / clapping rhythms / rhythm dictation / musical maths	Time signatures / note values / counting the bars / beats per minute (BPM) / clapping rhythms / rhythm dictation / musical maths	Time signatures / note values / counting the bars / beats per minute (BPM) / clapping rhythms / rhythm dictation / musical maths	Time signatures / note values / counting the bars / beats per minute (BPM) / clapping rhythms / rhythm dictation / musical maths	Time signatures / note values / counting the bars / beats per minute (BPM) / clapping rhythms / rhythm dictation / musical maths
Links to careers/aspirations	Composer, session musician, group leader, manager, actor, writer	Composer, session musician, group leader, manager, actor, writer	Composer, session musician, group leader, manager, actor, writer	Composer, session musician, group leader, manager, actor, writer	Composer, session musician, group leader, manager, actor, writer	Composer, session musician, group leader, manager, actor, writer
Cultural Capital	Diversity: In lessons students are taught about music from all over the world. Many different genres are covered, and students are encouraged to explore genres they are unfamiliar with. All instrumentation, traditional and non-traditional, are covered and students are taught to respect the opinions and musical tastes of other students. Occasionally musicians are brought in to play for the students to broaden their musical knowledge.	Diversity: In lessons students are taught about music from all over the world. Many different genres are covered, and students are encouraged to explore genres they are unfamiliar with. All instrumentation, traditional and non-traditional, are covered and students are taught to respect the opinions and musical tastes of other students. Occasionally musicians are brought in to play for the students to broaden their musical knowledge.	Diversity: In lessons students are taught about music from all over the world. Many different genres are covered, and students are encouraged to explore genres they are unfamiliar with. All instrumentation, traditional and non-traditional, are covered and students are taught to respect the opinions and musical tastes of other students. Occasionally musicians are brought in to play for the students to broaden their musical knowledge.	Diversity: In lessons students are taught about music from all over the world. Many different genres are covered, and students are encouraged to explore genres they are unfamiliar with. All instrumentation, traditional and non-traditional, are covered and students are taught to respect the opinions and musical tastes of other students. Occasionally musicians are brought in to play for the students to broaden their musical knowledge.	Diversity: In lessons students are taught about music from all over the world. Many different genres are covered, and students are encouraged to explore genres they are unfamiliar with. All instrumentation, traditional and non-traditional, are covered and students are taught to respect the opinions and musical tastes of other students. Occasionally musicians are brought in to play for the students to broaden their musical knowledge.	Diversity: In lessons students are taught about music from all over the world. Many different genres are covered, and students are encouraged to explore genres they are unfamiliar with. All instrumentation, traditional and non-traditional, are covered and students are taught to respect the opinions and musical tastes of other students. Occasionally musicians are brought in to play for the students to broaden their musical knowledge.
Practical Application of Skills	Create / perform original Film Music pieces to an audience in groups	Create / perform original Film Music pieces to an audience in groups	Perform known blues songs to an audience in groups Create / perform original blues songs to an audience in groups	Perform known blues songs to an audience in groups Create / perform original blues songs to an audience in groups	Create / perform original World Music song of student's choice as solo performer or as part of a group to an audience	Create / perform original World Music song of student's choice as solo performer or as part of a group to an audience