


Performing Arts Department – Year 9 Music

 Shirley High Curriculum Map	<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>					
	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	Video Game 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 in video game music through composition and analysis of character themes.	Prepares students for GCSE-level composition. Students refine their ability to structure, develop and justify musical ideas.
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 and composition skills through creating and developing character themes. Students will explore how music is used to represent characters, mood and gameplay scenarios.	To develop composition skills through melody, harmony and structure. Students will learn how to combine musical ideas into complete pieces suitable for specific gameplay scenarios.
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.</p> <p>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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Students will learn how simple motifs can represent characters before developing these ideas for different moods and scenarios.</p> <p>Students must: Be able to describe basic points within a game where music is used (main title, level changes, game over) Create a simple character motif with some awareness of style</p> <p>Students should: Describe a range of uses of music in games using musical vocabulary (character theme, motif, cue) Develop a motif to reflect different moods</p> <p>Students could: Create a clear and stylistically appropriate character theme Develop and adapt motifs effectively for different scenarios</p> <p>Understand the main musical characteristics of video game music</p> <p>Understand how music is used across different gameplay moments</p> <p>Understand how to create and develop a character theme</p> <p>Understand how musical elements are used to reflect mood and character</p> <p>Understand the role of sound effects and cues in gameplay</p> <p>Evaluate work done by peers and themselves and offer suggestions for improvements</p> <p>Create / perform original character themes</p>	<p>Video Game Music – Overview Students expand their work on character themes by developing extended compositions. They will combine melody and harmony, structure pieces effectively, and adapt music for different gameplay contexts.</p> <p>Students must: Create a structured composition with a clear beginning, middle and end Combine melody and basic harmony Use musical elements with some control</p> <p>Students should: Develop chord sequences to support a melody Use structure and variation to create interest Make stylistic decisions appropriate to a game context</p> <p>Students could: Create a coherent and stylistically convincing composition Use a range of compositional techniques (sequence, layering, texture) Demonstrate clear musical intention and control</p> <p>Understand how to structure a full composition</p> <p>Understand how melody and harmony work together</p> <p>Understand how to develop musical ideas using sequence and variation</p> <p>Understand how to compose for specific scenarios (tension, action, calm)</p> <p>Understand how to refine and improve compositions</p> <p>Evaluate work done by peers and themselves and offer suggestions for improvements</p> <p>Create / perform original compositions for a video game scenario</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	Character theme, motif, cue, loop, texture, layering, instrumentation, timbre, dynamics, tempo, structure, repetition, variation, atmosphere, orchestration, sampling, syncopation, articulation	Melody, harmony, chord sequence, triad, inversion, broken chord, motif, sequence, structure, phrase, cadence, tonality, layering, texture, loop, automation, DAW, MIDI, cue, leitmotif
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 video game music using musical vocabulary Explaining how a character theme reflects mood or character	Explaining compositional decisions Evaluating effectiveness of melody and harmony Comparing different game music styles Justifying how music fits a scenario
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 bars / BPM / rhythmic patterns / loops / sequencing	Time signatures / note values / phrase length / bar structure / BPM / rhythmic accuracy / sequencing
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, game composer, sound designer, producer, performer, music technician	Composer, game audio designer, producer, sound designer, arranger
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.	Students explore how music is used in a modern and relevant context through gaming. They develop an understanding of how music supports narrative, character and interaction. Students are exposed to a range of game music styles and learn how technology is used within the industry.	Students develop understanding of how music is constructed and used in interactive media. They gain insight into industry practices and how composers create music for different audiences and purposes.
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 and perform a character theme Develop and adapt a motif for different scenarios Use music technology (GarageBand) to sequence and layer ideas	Compose a complete video game piece Combine melody and harmony Refine and improve compositions using feedback Perform or sequence final compositions