



Denton Community College 2019/20

Departmental Curriculum Map Template

Subject: Music

Year Group: Year 9



All lessons are rotated half termly – the two music rooms allow for two separate musical experiences

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Children’s TV show - composition	Pink Panther - performance	Murder Mystery - composition	Classical style film piece - performance	BTEC style mini project -composition	Own Choice - performance
What will students during this unit?	Compose a piece of music using a stimulus Structure Melody and accompaniment Development of ideas	Developing performing skills Individual practice Time management	Chords Chord progressions Melodic ideas Counter melody Structure - through composed Use of composition techniques	Accuracy of pitch Phrasing Learning repertoire Rehearsal discipline Receiving and giving feedback Responding to feedback	Structure Introduction Verse Chorus Bridge Style Counter-melody/decoration Development of ideas	Timing Rehearsal time Awareness and appreciation Confidence Communication within the performance Dynamics
When will students be assessed?	Week 4 - Peer assessment - written Teacher feedback (verbal) Week 7 - Final teacher assessment Self assessment	Week 4 - Peer assessment - written Teacher feedback (verbal) Week 7 - Final teacher assessment Self assessment	Week 4 - Peer assessment - written Teacher feedback (verbal) Week 7 - Final teacher assessment Self assessment	Week 4 - Peer assessment - written Teacher feedback (verbal) Week 7 - Final teacher assessment Self assessment	Week 4 - Peer assessment - written Teacher feedback (verbal) Week 7 - Final teacher assessment Self assessment	Week 4 - Peer assessment - written Teacher feedback (verbal) Week 7 - Final teacher assessment Self assessment
How will students be assessed?	Teacher assessment - listening to compositions - accuracy of chords, timing, structure, melody writing	Teacher assessment - video evidence/written notes about quality, length and accuracy	Teacher assessment - MP3 files Chord patterns, accompaniment, melody and counter melody	Teacher assessment - video of student performance/diary	Teacher assessment - MP3 files, Chord pattern, melody, , accompaniment	Teacher assessment - video of performance and rehearsal progress
Key Vocabulary	Chords Timing Instrumentation	Rhythm Keyboard technique Confidence	Chord progression Melody Fragment	Pitch Phrasing Repertoire	Structure Chord progressions Tonality	Rehearsal techniques Expression Timing

	Melody Cut and Paste	Focus Independent practice Accuracy of rhythm and pitch	Riffs Accompaniment	Rehearsal techniques Feedback		Awareness of parts Dynamics
Homework						
Links to the National Curriculum	<p>Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</p> <p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>	<p>Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</p> <p>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>	<p>Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</p> <p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>	<p>Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</p> <p>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>	<p>Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</p> <p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>	<p>Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</p> <p>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>