

## All Hallows Catholic High School Music Department Year 9 Curriculum Knowledge Map 2022

### Knowledge

- In these units of work this year pupils will develop deeper knowledge in listening and performance and composing. They will be introduced to more s genres and styles of music and learn some basic instrumental skills. Listening tasks will support their knowledge of structure, sounds, instruments and notation and rhythm. Using resources such as Band lab and other IT capabilities to support their musical knowledge. –NC Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.
- Within the units of work pupils will develop skills and confidence in performance and use developing knowledge of notation and musical elements to support the work. NC-play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- Pupils will learn more about rhythm, polyrhythm and ostinato patterns, as well as relevant notation to accompany their work. Using this knowledge, they will apply it to their own performance and composing work and during listening tasks. –NC use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions

Pupils will be introduced to different musical style around the world. Indian music with the Tabla and different music styles in film to create atmosphere and meaning. Creating and composing their own works to develop a wider understanding as well as their ensemble, listening and performing skills. –NC listen with increasing discrimination to a wide range of music from great composers and musicians -develop a deepening understanding of the music that they perform and to which they listen, and its history.

### The Bigger Picture...

- Build on work done and prior skills learnt in Y8, develop skills performance styles to support development at KS3 Year 9 as they move into possibly choosing Music as an option.
- In Year 9 the curriculum here works to give pupils more in depth knowledge of skills and technique in music. Not only performance skills but also technical knowledge.
- Pupils will polish and hone their performing and composing skills they have been using the past 2 years and also be introduced to more challenging methods of music that will help their KS4 journey should they choose Music .

	1 <sup>st</sup> half term	2 <sup>nd</sup> half term
<b>Knowledge and Knowledge Extension</b>	<p><b>What Makes a Popular Song</b></p> <p><b>Performing focus</b> Know how to read ukulele /guitar diagrams and how chords are used in popular music</p> <p>Key vocabulary: Strumming patterns, major and minor chords, accompaniment</p>	<p><b>Reggae</b></p> <p><b>Performing focus</b> Know the key musical features of reggae</p> <p>Key vocabulary: reggae, off beat chords, bass riff, syncopation, backbeat</p>

		Key composers: Bob Marley and the Wailers, Jimmy Cliff, Desmond Dekker
<b>Building on</b>	<p>Using a variety of practical exercises pupils will learn about rhythm and chords in popular music pieces</p> <p>Using a selection of pieces, we will look at chords and the notes of the stave.</p> <p>Pupils will perform from sheet music, continuing to develop their use of notation skills and keyboard skills from last term. This unit will also support their knowledge of the history of different styles of music.</p> <p>Students will develop their <b>skills in</b>:</p> <p><b>Performing Music:</b></p> <ul style="list-style-type: none"> <li>• Play with reasonable fluency and accuracy</li> <li>• Perform simple parts on the keyboard and tuned percussion</li> <li>• Keeping time with others</li> <li>• Perform by ear and simple notations</li> </ul> <p><b>Composing Music:</b></p> <ul style="list-style-type: none"> <li>• Improvise repeated patterns</li> <li>• Improvise simple melodic /rhythmic phrases</li> <li>• Share a range of ideas in group tasks</li> <li>• Create pop compositions which have a sense of structure</li> <li>• Compose using a variety of notations</li> <li>• Create compositions which explore different sounds and the musical elements</li> </ul> <p><b>Understanding Music:</b></p> <ul style="list-style-type: none"> <li>• Recognise a variety of different instrument sounds</li> </ul>	<p>Play basic riffs on the bass guitar. Put together a group performance that uses off beat chords, a bass riff and a main vocal line.</p> <p>What are the main musical features of reggae? What are the lyrics about and how is this typical of reggae music.</p> <p>Students will develop their <b>skills in</b>:</p> <p><b>Performing Music:</b></p> <ul style="list-style-type: none"> <li>• Play with reasonable fluency and accuracy</li> <li>• Perform simple parts on the keyboard and tuned percussion</li> <li>• Keeping time with others</li> <li>• Perform by ear and simple notations</li> <li>• A band performance of Three Little Birds</li> </ul> <p><b>Composing Music:</b></p> <ul style="list-style-type: none"> <li>• Improvise repeated patterns</li> <li>• Improvise simple melodic /rhythmic phrases</li> <li>• Share a range of ideas in group tasks</li> <li>• Create pop compositions which have a sense of structure</li> <li>• Compose using a variety of notations</li> <li>• Create compositions which explore different sounds and the musical elements</li> </ul> <p><b>Understanding Music:</b></p> <ul style="list-style-type: none"> <li>• Recognise a variety of different instrument sounds</li> </ul>
<b>Assessment</b>	Peer. Self and teacher verbal feedback. Performance work analysed and evaluated using outcomes- video recording and Radar 3-part assessment criteria. All pupils perform their work.	Peer. Self and teacher verbal feedback. Performance work analysed and evaluated using outcomes- video recording and Radar 3-part assessment criteria. All pupils perform their work.

## YEAR 9

Term	Topic	Objectives	Skills	Assessment
Autumn 1	Popular Song/What Makes a Good Song ?	<ul style="list-style-type: none"> <li>Understand that pop songs come from a variety of styles and traditions</li> <li><b>Perform</b> songs from this genre</li> <li>Understand the creative writing process and techniques for song writing which links to <b>Composing</b> tasks</li> <li><b>Compose</b> a pop song</li> </ul>	<ul style="list-style-type: none"> <li><b>Composing</b></li> <li><b>Performing</b></li> <li><b>Listening</b></li> </ul>	<b>Performance &amp; Listening</b> assessment- examples From Musical Contexts  Research task on Google Classroom
Autumn 2	Reggae	<ul style="list-style-type: none"> <li>Understand the social and cultural influences behind reggae- <b>Listening</b></li> <li><b>Perform</b> “Three Little Birds” as part of a group</li> </ul>	<ul style="list-style-type: none"> <li><b>Performing</b></li> <li><b>Listening</b></li> </ul>	<b>Performance</b> assessment and <b>Listening</b> test- Three Little Birds and My Boy Lollipop  Research task on Google Classroom

#### **AHCHS - Reporting Criteria in Music:**

##### **Knowledge and Skills at KS3 Year 9:**

##### **Students will develop their KNOWLEDGE of:**

- the elements of music (pitch, dynamics, tempo, texture, sonority (timbre), rhythm, metre, melody, harmony, tonality, articulation).
- musical symbols (such as notes on a stave, treble clef, time signatures, accidentals).
- notes of the keyboard (able to know the notes without support).
- treble clef notation (have a good understanding of treble clef notation for use in practical tasks).
- rhythmical musical symbols (crotchets, minims, quavers, equivalent rests etc.).
- musical genres (developing understanding of the musical features within a variety of musical genres. exploring the contexts, origins and traditions of different musical styles).
- musical vocabulary (knowledge of various musical terms, including Italian terms and ability to apply them correctly to various musical tasks). N.B. This knowledge is in addition to the development of their Year 8 musical knowledge, which will now be explored at a more advanced level.

##### **Students will develop their SKILLS in:**

##### **Performing Music:**

- singing with expression, clear diction, fluency and accuracy – both solo and in a group
- demonstrating high level of confidence in performance
- maintaining an appropriate role within a group (leading, solo part or support)
- showing awareness of the needs of others in group tasks
- performing fluently and accurately on the keyboard and tuned percussion
- performing longer parts from memory and/or from music notations

##### **Composing Music:**

- improvising melodic/rhythmic material within extended structures
- using tempo and dynamics creatively
- sustaining and developing musical ideas
- making significant contributions to a group
- composing music for different genres which explore musical features and devices
- using rehearsal time effectively to refine material.

##### **Understanding Music:** • identifying different genres of music and their features within listening tasks.

- describing and comparing musical features in listening tasks, using appropriate vocabulary
- recognising a variety of different instrument sounds, knowing the instrument families (to a higher level)
- knowing the musical elements and recognising them in listening tasks (to a higher level)
- considering successful/non-successful outcomes and improve their own and others' work
- describing and comparing musical features in listening tasks, using appropriate vocabulary

- evaluating how venue, occasion and purpose affect the way music is created performed and heard
- exploring the contexts, origins and traditions of different musical styles
  - beginning to analyse music in more detail, using key words and musical terms
- using appropriate musical vocabulary when creating or evaluating work N.B. The skills in performance, composition and listening & appraising are in addition to the skills they have learnt in Year 8 but working to a more advanced level