

OCR GCSE: Year 9 Curriculum Map 2021-22

Half term	Unit Title Hyperlink to SOW	Description	Skills & content covered	Assessments / criteria	Skills & content revisited	Links to GCSE skills and content	How work will be standardised or moderated	PERFORMANCE OPPORTUNITY
9.1	Conventions of Pop	Pupils will study four different branches of popular music: Rock 'n' Roll, Rock Anthems, Pop Ballads, and Solo Artists from 1990s to the present day.	Listening and Appraising: Learners should study and demonstrate an understanding of: vocal and instrumental techniques within popular music; how voices and instruments interact within popular music; the development of instruments in popular music over time; the development and impact of technology over time; the variety and development of styles within popular music over time; the origins and cultural context of the named genres of popular music; the typical musical characteristics, conventions and features of the specified genres. Pupils will also learn how composers of popular music use and develop musical elements and compositional devices, names of solo artists and groups who composed and/or performed in each genre, the changing nature of song structure, the historical and social context of the named genres of popular music, and the growth of the popular music industry. Composition: Pupils will have the chance to compose their own rock 'n' roll, rock and pop songs using our IT software. Performance: Pupils will create ensemble performances of their chosen sub-genre of this module.	Small formative assessments within each of the genres with a longer listening and appraising summative assessment at the end of the topic. Formative assessments for compositions and performances.	Revising elements of music knowledge from last year, plus linking features of Blues music to Rock 'n' Roll and chord sequence knowledge for the Pop Ballads module.	Direct link to Area of Study 5: <i>Conventions of Pop</i> . Pupils will also have the chance to create their own rock 'n' roll, rock and pop tracks to develop their instrumental and compositional skills.	Sampled at department meetings and standardised for set year group.	Chance to perform and compose rock 'n' roll songs, rock anthems and pop ballads.
9.2	How to Build a Pop Song	Breaks down the main components of pop songs into four sections: chords, basslines, drumbeats and melodies. Students learn how to create and layer each of these components on Logic to gradually make their own pop song.	Composition-based module: Pupils will learn about how to build a pop song and experiment creating their own. Music theory: Students will revise how to read musical notation, how to form chords, how to create effective basslines and how to identify different drumbeats and rhythms.	Formative assessments throughout the lessons with the summative assessment being their submitted pop song at the end of the scheme of work.	We will be revisiting the elements of music and musical notation in our detailed analysis of melodies, basslines, rhythmic lines and chords. We will also be revisiting knowledge acquired during the <i>Conventions of Pop</i> module. Pupils will continue to further their instrumental skills on the keyboard and their compositional and music technology skills using the Logic software.	Understanding how pop songs are made directly links to Area of Study 5: <i>Conventions of Pop</i> . Learning how to create the various components of pop songs develops compositional skills and instrumental skills on the keyboard.	Sampled at department meetings and standardised for set year group.	Learning how to perform chord sequences on the keyboard and layer this up with basslines, melodies and drumlines.
9.3	Bringing Visuals to Life	Learners will study a range of music used for films, including music that has been composed specifically for a film, music from the Western Classical tradition that has been used within a film, and music that has been composed as a soundtrack for a video game.	Listening and appraising: Pupils will analyse film themes according to the elements of music, commenting on how the music brings the visual to life. Pupils will also learn about some key film composition terminology and techniques. Compositional skills: Students will then have the chance to compose their own piece of film music using live instruments and Logic compositional software.	Summative extended writing assessment on film music, and formative assessments on film music compositions.	Revising elements of music to complete detailed musical analysis of film scores, revisiting instruments of the orchestra to aid appropriate analysis of musical instrumentation, building on IT and compositional skills with the Logic-based film theme composition task.	Direct link to Area of Study 4: <i>Film Music</i> . Listening and appraising paper requires pupils to recognise different instruments aurally and write about timbre and instrumentation. Extended writing about music is great practice for long-answer questions during the written paper.	Sampled at department meetings and standardised for set year group.	Opportunity to witness multiple film music performances and create their own piece of film music using the instruments and Logic Software.
9.4	Solo Performance	Pupils will develop and focus their instrumental skills to submit their first solo performance. This needs to be a full song/piece of music of an appropriate level of difficulty suited to the player, and learners should aim for this to be technically and expressively secure.	Performance: Pupils will learn how to practice effectively and what makes a good performance. Pupils will learn about the importance of technical control and expressive playing, and will watch and mark multiple performances as examples. Listening and Appraising: Throughout this module, pupils will revise their knowledge of the elements of music and the areas of study: <i>Conventions of Pop</i> and <i>Film Music</i> through listening tasks and practice questions.	At the end of this scheme of work each instrumentalist will share back their performances, which will be graded by their teacher according to OCR criteria. They will also be formatively assessed on their listening and appraising activities and their dedication to instrumental practice.	Revisiting and developing musical learning on their instrument. Revising <i>Conventions of Pop</i> and <i>Film Music</i> .	Solo and ensemble performance forms 30% of the GCSE course, so introducing pupils to this component now is very useful in developing their musicianship, confidence and promoting a dedicated work ethic.	Recordings will be taken of performances, and sampled at department meetings to ensure standardisation.	Pupils will be creating a solo performance of their choice and will be assessed on these.
9.5	Introduction to Composition	Pupils will learn about the elements of music in more detail than previous topics, enabling them to expand their use of musical terminology and develop their listening and appraising skills. They will then gradually apply this new found knowledge to their compositions.	Learners will revise and develop their knowledge of: melody; harmony and tonality; tempo, rhythms and metre; structure; texture; instrumentation; and dynamics and articulation. They will experiment creating melodies using musical notation on sibelius and adding in different textural/structural/harmonic/rhythmic features as they are learned and developed.	Formative assessments throughout the lessons with the summative assessment being their submitted notated composition at the end of the scheme of work.	Mostly new content, however there will be many references to the elements of music and comparisons to instruments of the orchestra learned last term.	Composition-based module designed to develop pupils' skills and confidence with composing, which is 30% of the GCSE course. Consolidating elements of music alongside learning additional musical terminology will also help with the listening and appraising paper.	Sampled at department meetings and standardised for set year group.	Composition-based module. May have the opportunity to perform some compositions back at the end of the scheme of work.
9.6	Ensemble Performance	Pupils will put all of their musical skills to the test in this module, as they will select a piece of music to perform in groups of their choosing. This will also be a research project, as pupils will be guided through finding their own music, working out the individual parts, and rehearsing effectively, until they are performance ready!	Listening and appraising: There will be multiple revision starters and plenaries focused around the skills learned this year, such as listening activities focused around the elements of music, film music and conventions of pop. Performance: Pupils will be responsible for creating performances in small groups, including selecting and rehearsing the repertoire themselves.	At the end of this scheme of work each group will share back their performances which will be graded by their teacher according to OCR criteria. They will also be formatively assessed on their contribution to the rehearsal process and any leadership qualities shown.	Revisiting musical learning of chords and melodies on the keyboards and ukuleles, as well as singing technique. Revising topics learned this year in starters and plenaries, including elements of music, musical notation, film music and conventions of pop.	Solo and ensemble performance forms 30% of the GCSE course, so introducing pupils to this component now is very useful in developing their musicianship, confidence and promoting a dedicated work ethic.	Recordings will be taken of performances, and sampled at department meetings to ensure standardisation.	Pupils will be creating a performance of their choice in small groups.