

Curriculum Map 2023-24						
Year 9						
Half term	Unit title with hyperlink to scheme of work	Unit summary	Skills & content covered	Skills & content revisited	Summary of formative marking, feedback and student response	Summative assessment schedule, including assessment criteria
Autumn 1 and 2	<a href="#">Conventions of Pop and How to Build a Pop Song</a>	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. This module also down the main components of pop songs practically, with pupils learning how to create 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.	<b>Listening and Appraising:</b> 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. <b>Composition:</b> Pupils will have the chance to compose their own rock 'n' roll, rock and pop songs using our IT software. <b>Performance:</b> Pupils will create ensemble performances of their chosen sub-genre of this module.	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. Pupils will continue to further their instrumental skills on the keyboard and their compositional and music technology skills using the Logic software.	Small formative assessments within each of the genres through book-work, practice questions and questioning. Formative assessments for compositions and performances throughout lessons.	Summative assessment being their submitted pop song at the end of the scheme of work and a Conventions of Pop listening assessment.
Spring 1 and 2	<a href="#">Introduction to Composition and Ensemble Performance</a>	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. Alongside this, pupils 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!	<b>Composition:</b> Learners will revise and develop their knowledge of: melody; harmony and tonality; tempo, rhythm and metre; structure; texture; instrumentation; and dynamics and articulation. They will experiment creating melodies using musical notation on Logic and adding in different textural/structural/harmonic/rhythmic features as they are learned and developed. <b>Performance:</b> Pupils will be responsible for creating performances in small groups, including selecting and rehearsing the repertoire themselves. <b>Listening and Appraising:</b> Throughout this module, pupils will revise their knowledge of the elements of music and the areas of study: Conventions of Pop and Film Music through listening tasks and practice questions.	Mostly new content, however there will be many references to the elements of music and comparisons to instruments of the orchestra learned last term. For the performance lessons, we will be revisiting musical learning of chords and melodies on the keyboards, ukuleles and voice, plus pupils will be developing their musical learning on their instrument.	Small formative assessments within each of the genres through book-work, practice questions and questioning. Formative assessments for compositions and performances throughout lessons.	Summative assessment of submitted composition at the end of module, plus an extended writing homework project discussing the elements of music in detail with regards to a song of their choice. Pupils will also perform back their ensemble performances at the end of the module and potentially get these recorded in the studio.
Summer 1 and Summer 2	<a href="#">Bringing Visuals to Life, Free Composition and Solo Performance</a>	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. Alongside this, 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.	<b>Listening and appraising:</b> 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. <b>Compositional skills:</b> Students will then have the chance to compose their own piece of film music using live instruments and Logic compositional software. <b>Performance:</b> 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.	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. Pupils will also be continuing their learning on their musical instrument for their solo performance.	Small formative assessments within each of the genres through book-work, practice questions and questioning. Formative assessments for compositions and performances throughout lessons.	Summative extended writing assessment on film music, submission of film compositions and solo performance submission.