



## Curriculum Map Music Year 9

Calendar	Big Question	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
Unit 1 Ground Bass  <a href="#">Link to <i>Vocal Music - Purcell's Ground Bass: Music for a While.</i> GCSE.</a>  <a href="#">Links to GCSE <b>Composition</b> coursework ~ Ground Bass.</a>	<b>How do composers create fluency and contrast in their compositions using Ground Bass as a structural device?</b>	What is a Ground Bass? What are the Ionian, Dorian and Aeolian Modes? How do composers build chords on each degree of the scale? How do composers create a chord structure from a mode? How do composers create broken chord patterns from a chord structure? What is a Pentatonic Modal Scale? How do composers create melodies from Pentatonic modal scales? How do composers develop melodic ideas?  How can the elements of music be exploited to create contrast within a piece: <ol style="list-style-type: none"> <li>1. Melody?</li> <li>2. Rhythm?</li> <li>3. Pitch?</li> <li>4. Ostinato?</li> <li>5. Texture?</li> <li>6. Technology?</li> </ol>	Links to National Curriculum and GCSE <b>Performance/Composition</b> Criteria - scaled to KS3.  Week 3 interim (formative) assessment Week 6 Final Performance (summative) Assessment  <b>Performance Criteria (GCSE):</b> <ol style="list-style-type: none"> <li>1. Technical control of instrument</li> <li>2. Expression and Interpretation</li> <li>3. Accuracy and fluency</li> </ol> <b>Composition Criteria (GCSE):</b> <ol style="list-style-type: none"> <li>1. Developing musical ideas</li> <li>2. Demonstrating technical control</li> <li>3. Composing with musical</li> </ol>	<b>Week 3:</b> Listening and appraising homework on the music of Michael Nyman: ' <i>An Eye for Optical Theory</i> '.  <b>Week 6:</b> Reflection and evaluation

		<p>7. Structure? 8. Harmony? 9. Instrumentation/ Timbre? 10. Dynamics?</p> <p>What is additive/ subtractive Texture? What is Arch Form/ Structure? How do composers create a coherent compositions using Ground Bass Form/ Structure?</p>	coherence	
<p>Unit 2 Minimalism</p> <p>Link to <i>Fusion: Afro Celt Sound System</i>: <i>Release. GCSE.</i></p> <p>Links to GCSE <b>Composition</b> coursework.</p>	<p><b>How do composers create compositions based on the techniques of Minimalism?</b></p>	<p>What is minimalism? Who are the minimalist composers and what are their techniques? What are the main techniques used in minimalism? What is a musical cell? What is looping? What is layering? What is transformation? What is note addition/ subtraction? What is Temporal displacement?</p> <p>How do composers create a coherent compositions using minimalist techniques?</p>	<p>Links to National Curriculum and GCSE <b>Performance/ Composition</b> Criteria – scaled to KS3.</p> <p>Week 3 interim (formative) assessment Week 6 Final Performance (summative) Assessment</p> <p><b>Performance Criteria (GCSE):</b></p> <ol style="list-style-type: none"> <li>1. Technical control of instrument</li> <li>2. Expression and Interpretation</li> <li>3. Accuracy and fluency</li> </ol> <p><b>Composition Criteria (GCSE):</b></p> <ol style="list-style-type: none"> <li>1. Developing musical ideas</li> <li>2. Demonstrating technical</li> </ol>	<p><b>Week 3:</b> Listening and appraising homework on the music of Steve Reich: <i>Electric Counterpoint.</i></p> <p><b>Week 6:</b> Reflection and evaluation</p>

			control 3. Composing with musical coherence	
<p>Unit 3 Fusion: African Drumming/ Western Tonalities</p> <p>Link to <b>Fusion: Afro Celt Sound System: Release. GCSE.</b></p> <p>Links to GCSE <b>Composition</b> coursework.</p>	<p>How can music from different traditions be fused to create a coherent composition?</p>	<p>What is Fusion Music? What is African Drumming? What is Western Tonality? How do we compose coherent structures using African drumming as a foundation? How do we create harmonic and melodic structures form Western Scales / Tonalities?</p>	<p>Links to National Curriculum and GCSE <b>Performance/Composition</b> Criteria – scaled to KS3.</p> <p>Week 3 interim (formative) assessment Week 6 Final Performance (summative) Assessment</p> <p><b>Performance Criteria (GCSE):</b></p> <ol style="list-style-type: none"> <li>1. Technical control of instrument</li> <li>2. Expression and Interpretation</li> <li>3. Accuracy and fluency</li> </ol> <p><b>Composition Criteria (GCSE):</b></p> <ol style="list-style-type: none"> <li>1. Developing musical ideas</li> <li>2. Demonstrating technical control</li> <li>3. Composing with musical coherence</li> </ol>	<p><b>Week 3:</b> Listening and appraising homework on the music of Afro Celt Sound System: <i>Release</i>.</p> <p><b>Week 6:</b> Reflection and evaluation</p>
<p>Unit 4 Games Trailers PHC/ Song writing</p>		<p>What is music for the Games Industry? How can music be used to promote a games industry product?</p>	<p>Links to National Curriculum and GCSE <b>Performance/Composition</b> Criteria</p>	<p><b>Week 3:</b> Listening and appraising</p>

<p>JCL</p> <p>Link to <b>Music for Stage and Screen</b> GCSE – <i>Star Wars</i> and <i>Wicked</i>.</p> <p>Links to GCSE <b>Composition</b> coursework: <i>Music for Stage and Screen</i>.</p>		<p>How can sound effects and atmospheric sounds be used to create mood?</p> <p>How can harmony can be used to affect mood and atmosphere?</p> <p>What is a main theme?</p> <p>How can leitmotif be used to link to characters, moods and emotions?</p> <p>How can ostinatos be used to develop tension?</p> <p>How do composers create a coherent composition to accompany games trailers?</p>	<p>– scaled to KS3.</p> <p>Week 3 interim (formative) assessment</p> <p>Week 6 Final Performance (summative) Assessment</p> <p><b>Performance Criteria (GCSE):</b></p> <ol style="list-style-type: none"> <li>1. Technical control of instrument</li> <li>2. Expression and Interpretation</li> <li>3. Accuracy and fluency</li> </ol> <p><b>Composition Criteria (GCSE):</b></p> <ol style="list-style-type: none"> <li>1. Developing musical ideas</li> <li>2. Demonstrating technical control</li> <li>3. Composing with musical coherence</li> </ol>	<p>homework on the music of Jeremy Soule: <i>Skyrim</i>.</p> <p><b>Week 6:</b> Reflection and evaluation</p>
<p>Unit 5</p> <p>Final Major Project:</p> <p>Links to GCSE <b>Performance/Composition</b> coursework.</p>	<p><b>What can I do to improve my performance and / or composition level?</b></p>	<p>What would make a suitable final project for me?</p> <p>What would be a challenging yet achievable goal for me in this project?</p> <p>What resources do I need to make an effective performance/ composition?</p> <p>What are my learning objectives for each lesson?</p> <p>What would be a suitable homework/</p>	<p>Links to National Curriculum and GCSE <b>Performance/Composition</b> Criteria – scaled to KS3.</p> <p>Week 3 interim (formative) assessment</p> <p>Week 6 Final Performance (summative) Assessment</p>	

		flip learning activity to accomplish as an independent learner?	<p><b>Performance Criteria (GCSE):</b></p> <ol style="list-style-type: none"><li>1. Technical control of instrument/ voice</li><li>2. Expression and Interpretation</li><li>3. Accuracy and fluency</li></ol> <p><b>Composition Criteria (GCSE):</b></p> <ol style="list-style-type: none"><li>1. Developing musical ideas</li><li>2. Demonstrating technical control</li><li>3. Composing with musical coherence</li></ol>	
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