



St George's School
Music Department
Year 9 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>THE BIG IDEAS & KNOWLEDGE <i>Overview of topics or key questions</i></p>	<p>Popular Music Riff / Hook Texture Multi-tracking Melody and Chords</p>	<p>Film Music Leitmotif Pentatonic Scale Whole Tone Scale Extended Chords</p>	<p>Reggae Off-beat chord Chord Sequence Improvisation</p>	<p>Jazz and the Blues Structure (12 Bar Blues) 7th Chords Blues Scale Instrumentation</p>	<p>Independent Project Genre and history Presentation Musical Features</p>	<p>Protest Music Emotive content Composers intention Tempo</p>
<p>SKILLS & STRATEGIES <i>Procedural knowledge, literacy and numeracy skills</i></p>	<p>To begin the year students will choose from 2 popular songs to create a multi-tracked recording on Garageband. They will form and play a chord sequence, learn short melodic ideas and consider texture to maintain interest and flow in their recording.</p>	<p>Year 9 will consider how music informs the audience' emotions when watching a film scene, and some of the techniques it uses to achieve this. They will also be introduced to advanced scales and chords – and are expected to apply these to a sound-less video in Garageband, matching music to movement.</p>	<p>For this performance unit students will learn to play the catchy riff, harmony and melody from Bobby McFerrin's "Don't Worry Be Happy". We will consider the mood of Reggae music and analyse it's unique history and musical features: the off-beat chords and laid back tempo.</p>	<p>In this unit students will use a set structure (the 12 Bar Blues) to create a harmonic underlay for an original blues composition. They will compose a walking bass line, and melodic material using a Blues Scale. This will be multi-tracked into Garageband in pairs or as a solo.</p>	<p>Independent research and analysis skills are developed here as students pair up to produce a presentation of the musical history of their chosen genre. Students will use musical language to explain their topic, and design an activity that challenges their peers to demonstrate musical skill.</p>	<p>Year 9 finish the year with a study of music as a form of protest. Looking at historical and contemporary artists we will consider how messages are conveyed, and the importance of music as a communicator, influencer and aspect of democracy.</p>
<p>FEEDBACK <i>Noteworthy tasks and assessments</i></p>	<p>Popular Music multi-track recordings uploaded to Google Classroom. Feedback on individual assessment tracker as WWW/EBI.</p> <p>Peer assessments recorded by students with guided language on Assessment Task Sheet.</p>	<p>Film Music compositions uploaded to Google Classroom. Feedback on individual assessment tracker as WWW/EBI.</p> <p>Peer assessments recorded by students with guided language on Assessment Task Sheet.</p>	<p>Reggae multi-track recordings uploaded to Google Classroom. Feedback on individual assessment tracker as WWW/EBI.</p> <p>Peer assessments recorded by students with guided language on Assessment Task Sheet.</p>	<p>12 Bar Blues compositions uploaded to Google Classroom. Feedback on individual assessment tracker as WWW/EBI.</p> <p>Peer assessments recorded by students with guided language on Assessment Task Sheet.</p>	<p>Students present to the class – and are assessed by their peers.</p> <p>Peer assessments recorded by students through Google Forms – after each presentation.</p>	<p>Protest Music compositions uploaded to Google Classroom. Feedback on individual assessment tracker as WWW/EBI.</p> <p>Year 7 Knowledge Exam (multiple choice) including listening and appraisal questions completed in lesson.</p>

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BREADTH <i>Opportunities, trips, wider reading, cultural capital</i>	Class contextual discussions: Relationship between technology and music – the music industry and the development of popular music and listening technology.	Class contextual discussions: Music as a story telling device. Links to film music, programme music and tension building through dissonance.	Class contextual discussions: Music and Social Change – civil rights movement – Buffalo Soldiers – holistic medicine and religious freedom.	Class contextual discussions: History of Jazz, gender equality and the success of female artists of colour. Spirituals and slavery, music as a emotional support/therapy	Class contextual discussions: Oratory skills, respecting one another, diversity	Class contextual discussions: Pluralism, racism, homophobia, poverty, immigration, prejudice, power, change, influence
	House Music Individual performance opportunity for Chapel. Piano recital and Concerto Saturday for more advanced.	Department ensembles launched – Year 9 encouraged to join	Extra-curricular groups continue, re-advertised for new membership and new repertoire. Respond to Year 7 Parent Consultation information	Extra-Curricular groups continue with focus on Spring Concert – all groups participating. Lunch-time Solo recital for Year 7 soloists (auditioned)	Consolidation of Extra-Curricular groups into School Choir and Orchestra. Auditions for Jazz Band and Senior Orchestra from Training Band.	Extra-curricular music continues – culminating in end of year production.
KEY VOCABULARY <i>Important words and phrases</i>	Chord Sequence, 4/4, harmonic rhythm, Riff, Hook, melody, harmony, major and minor	Leitmotif, extended chords, whole-tone, diminished scale, chromaticism, dissonance	Off-beat, syncopation, chords, drum roll, hook, ostinato, backing vocals	Jazz harmony, extended chords, blues, blues scale, spirituals, blue notes, syncopation	Genre, history, context, analysis, listening, harmony, melody, instrumentation, fusion	Major, Minor, Bass Line, tonality, melody