

KS3 Music Curriculum Map Year 9

Autumn		Spring		Summer	
<p>Title: Band Work</p> <p>Context/convention: Music in society</p> <p>Elements: Instrumental and ensemble skills</p> <p>Skill(s) Focus: Keyboard, Bass, Guitar, Vocals, Drum kit.</p> <p>ICT: Internet to find resources</p> <p>Students to choose a piece of popular music & in groups perform it either through finding appropriate notations or learn it aurally. Students encouraged to play an instrument that they are unfamiliar with.</p>	<p>Title: Ground Bass</p> <p>Context/convention: Use of repetitive bass lines</p> <p>Element(s) Focus: Harmonic structure, layering & melodic writing</p> <p>Skill(s) Focus: composition, layering and melodic writing</p> <p>ICT: Using Sibelius Software</p> <p>Students to compose a piece of music using a given ground bass and chords. Pieces to show ability to compose melodies that develop and create different textures.</p>	<p>Title: Film Music – Leitmotif (Dr. Who)</p> <p>Context: Music to represent characters in a film</p> <p>Elements: Scales</p> <p>Title: Logic Pro Blues</p> <p>Context/convention: Music to represent moods & feelings</p> <p>Element(s) Focus: Form & Structure, harmony, awareness of style</p> <p>Students to compose a piece of music using 12 Bar Blues form and scales. Pieces to include added notes eg. 7ths, melody using blues scales</p> <p>ICT: GarageBand or Logic Pro software</p>	<p>Title: Salsa</p> <p>Context/convention: Music for dance</p> <p>Element(s) Focus: rhythm (syncopation) awareness of style. Ostinato. Polyphonic/rhythmic texture</p> <p>Influences: Latin American percussion.</p> <p>Skill(s) Focus: Ensemble Skills, reading standard notation.</p>	<p>Title: Performing</p> <p>Context/convention: Contemporary music</p> <p>Elements: Ensemble and Instrumental skills</p> <p>Skills focus: Performing using tune and un-tuned percussion.</p> <p>ICT:</p> <p>A class performance where students are experiencing playing an unfamiliar instrument.</p>	
HALF TERM		HALF TERM		HALF TERM	
<p>Title: Programme Music</p> <p>Context: Music to support a story</p> <p>Elements: Modes, Improvisation, structure</p> <p>Skill(s) Focus: Ensemble skills, reading standard notation, improvisation</p>	<p>Title: Trance Music tracks</p> <p>Context: Music in society</p> <p>Elements: Layering and structure</p> <p>Skill(s) Focus: singing composing using loops.</p> <p>ICT: GarageBand software</p>	<p>Title: Minimalism</p> <p>Context: 20th Century Art Music</p> <p>Elements: Ostinato, phase shifting, layering, rhythmic writing, structure</p> <p>Skill(s) Focus: Performing. Composition, using LogicPro, quantising</p>	<p>Title: Band Work/Song Writing - Reggae</p> <p>Context/conv: Music in society</p> <p>Elements: Instrumental and ensemble skills</p> <p>Skill(s) Focus: Keyboard, Bass, Guitar, Vocals, Drum kit.</p> <p>ICT: Internet to find resources</p> <p>Students to choose from a selection of popular music pieces & in groups perform it either through finding appropriate notations or learn it aurally. Students encouraged to play an instrument that they are unfamiliar with.</p>	<p>Title: Band Work (Rainbow – Since You’ve Been Gone)</p> <p>Context/convention: Music in society</p> <p>Elements: Instrumental and ensemble skills</p> <p>Skill(s) Focus: Keyboard, Bass, Guitar, Vocals, Drum kit.</p> <p>ICT: Internet to find resources</p> <p>Students to choose a piece of popular music by the Beatles from a choice of 3. In groups to rehearse and perform it.</p>	<p>Title: Sequencing</p> <p>Context/convention:</p> <p>Elements: Sequencing skills, standard notation.</p> <p>Skills focus: Performing using technology.</p> <p>ICT: Logic software – use of step, mouse and real-time note input</p> <p>Students given a choice of music; pop and classical to input into Logic Pro software and create a musical performance.</p>