



St George's School

Music Department

Year 9 Curriculum Map 2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THE BIG IDEAS & KNOWLEDGE <i>Overview of topics or key questions</i>	Film Music Leitmotif Pentatonic Scale Whole Tone Scale Extended Chords	Reggae Off-beat rhythm Riffs Chord Sequence Improvisation	Music and Politics Emotive content Composers intention Tempo Protest Music	Sampling Music Technology Cut / Sample / Splice Texture Build and Break Genre	Western Popular Riff / Hook Texture Multi-tracking Melody and Chords	Independent Project Genre and history Presentation Musical Features
SKILLS & STRATEGIES <i>Procedural knowledge, literacy and numeracy skills</i>	Year 9 will consider how music informs the audience's 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. Singing: You've Got A Friend Mamma Mia Shenandoah	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 its unique features: the off-beat chords and laid back tempo. Singing: Three Little Birds Something Inside so Strong	Year 9 will look at music as a form of protest. Through historical and contemporary artists we will consider how messages are conveyed, and the importance of music as a communicator, influencer and aspect of democracy. They will choose to write a song / or provide an emotive piece to support a Spoken word poem. Singing: We Shall Overcome H Bombs Thunder Fields of Athenry	This unit was borne from student voice; allowing students to explore the manipulation and structuring of an original piece using a selection of 'highly sampled' tracks. Students will cut / splice / repeat and re-order using Garageband (or Logic) while also inputting original material. They will explore texture building. Singing: Something's Got A Hold of Me	Students will choose from 2 popular songs (or they can select an appropriate one of their independent choosing) 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. Singing: Pompeii Everything I Do Sunday Girl	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. Singing: Songs chosen by students / previously sung in KS3
FEEDBACK <i>Noteworthy tasks and assessments</i>	Film Music compositions uploaded to Google Classroom. Feedback on individual assessment tracker as WWW/EBI. Peer assessments recorded by students with guided language on Assessment Quiet Tasks Sheet.	Reggae multi-track recordings uploaded to Google Classroom. Feedback on individual assessment tracker as WWW/EBI. Peer assessments recorded by students with guided language on Assessment Quiet Tasks Sheet.	Protest Music compositions uploaded to Google Classroom. Feedback on individual assessment tracker as WWW/EBI. Year 7 Knowledge Exam (multiple choice) including listening and appraisal questions completed in lesson.	Sampling projects uploaded to Google Classroom Feedback on individual assessment tracker as WWW/EBI	Popular Music multi-track recordings uploaded to Google Classroom. Feedback on individual assessment tracker as WWW/EBI. Peer assessments recorded by students with guided language on Assessment Task Sheet.	Students present to the class – and are assessed by their peers using Google Forms Students respond to student comments in a self-assessment (on tracker)

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BREADTH <i>Opportunities, trips, wider reading, cultural capital</i>	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: Pluralism, racism, homophobia, poverty, immigration, prejudice, power, change, influence	Class contextual discussions: Sampling and relationship with music history (revival) genres, fusion. Music copyright / plagiarism – crediting others work.	Class contextual discussions: Relationship between technology and music – the music industry and the development of popular music and listening technology.	Class contextual discussions: Pluralism, racism, homophobia, poverty, immigration, prejudice, power, change, influence
	House Music (Junior Choir and Orchestra open to Year 9) Chamber Choir re-auditioned, Year 9 open to apply. Jazz Band welcome new members	Winter Extra Curricular launched (after HT) Senior Choir (9-13) for Carol Services Jazz Band Winter Warmer Concert Concerto Saturday for advanced players (Nov)	Extra-curricular groups continue, re-advertised for new membership and new repertoire – Spring Concert. Respond to Year 9 Parent Consultation information	Extra-curricular groups prepare for Spring Concert – presentation to audience of repertoire and celebration of achievements	Consolidation of Larger Extra-Curricular groups into School Choir and Concert Band. New Members invited to Jazz Band and Boys Choir.	Extra-Curricular groups continue with focus on Summer Send-Off – which prioritises lower school soloists / duets. Concert to audience, and reflection on years Music EC Programme
KEY VOCABULARY <i>Important words and phrases</i>	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	Cut, splice, repetition, EQ, loop, multi-track, legacy, soul, digital audio, transpose, original	Chord Sequence, 4/4, harmonic rhythm, Riff, Hook, melody, harmony, major and minor	Major, Minor, Bass Line, tonality, melody