

## Yr. 9 Music (Expressive Arts) – Curriculum Map

Term 1.1 Chords into Jazz	Term 1.2 Improvisation and Organisation	Review of Learning	Term 2.1 Minimalism	Term 2.2 Music for Special Events	Catholic Social Teaching and Cultural Capital
<p>Chords and how jazz musicians use them to develop improvised melodies.</p> <p>Composing chord progressions</p> <p>Composition work</p> <p><b>Key skills</b> AO3/4: Understand how to identify the use of chords in a variety of jazz music - 'In the Mood' Glen Miller, 'All that jazz' John Kander AO1: Improvise melodies using the Blues scale above a 12-bar blues accompaniment with a walking bass line AO2: Compose with others to a piece of jazz that uses different chords, chord sequences and features of jazz using available music technology.</p> <p><b>Currently, year 9 classes are taught in rotation with Food Products and Design Technology and consist of 1 lesson per week for 2 terms of the academic year.</b></p>	<p><i>Exploring the performance &amp; improvisation processes used by musicians from very different genres - Baroque period and Indian classical performance - focusing on melody and the techniques used by musicians to evoke mood and effect.</i> (Progression; Indian features - Making Connections, Improvisation skills - Latin Beat, Egyptian Music, Making Connections, Chords into Jazz).</p> <p><b>Key skills</b> AO3/4: listen to and learn about how Bach uses 'melody' in his Toccata in D minor - use of mordents AO3/4 be able to identify common Indian classical instruments and their performance roles AO1: perform own melodic part and improvised sections within an ensemble piece AO2: Compose with others an Indian piece, using a range of characteristic features and structures.</p>	<p><b>Formative Assessments</b> Track the development of skills; 'Do It Now's', warm-up games, key terms activities, dual coding and metacognition strategies.</p> <p><b>Summative Assessments</b> Track the development of skills; 'do it nows', warm-up games, key terms activities, dual coding and metacognition strategies.</p> <p><b>Disciplinary Knowledge</b> Performing Composing Listening Knowledge and Understanding</p> <p><b>Reading 3-2-1</b> Topical reading lessons</p> <p><b>Career Options</b> Music producer; Music therapist; Musician; Private music teacher; Secondary school teacher; Sound designer; Sound technician, broadcasting/film/video; Special effects technician.</p>	<p>Exploring characteristics and features of polyrhythmic music and make connections with contemporary minimalist styles. (Progression; African drumming - Making Connections, 'Ostinato' - Latin Beat, Egyptian Music, building 'textures' - all composition work)</p> <p><b>Key skills</b> AO3/4: Develop knowledge of how minimalism has evolved - African polyrhythmic drumming and its impact on the development of hip-hop/sampling. AO1: Perform independently and as part of a group music featuring minimalist concepts AO2: Work with others to compose a piece inspired by the rhythms of Steve Reich's 'Clapping Music' AO3/4: Review the success of own and others' work using appropriate vocabulary</p>	<p>Exploring the importance of music and how it has the power to enhance an event. To learn about the techniques used by composers when writing a piece for a certain event and how the 'elements' can be used in a particular way to make it suit its audience and occasion. (Progression - all units)</p> <p><b>Key skills;</b> AO3/4: Explore a wide range of repertoire to learn how the elements can be combined to produce music associated with different special events AO1: Perform independent parts from music written for special occasions - fanfares, funerals and weddings AO2: Apply knowledge and understanding by a range of music for special events and appraise their effectiveness</p>	<p>The curriculum for Music consistently exposes children to a wide range of backgrounds, abilities, beliefs and cultures. This enables children to understand, appreciate and respect differences in the world and its people, including the things we share in common across cultural, religious, ethnic and socioeconomic communities. Dignity, solidarity, the common good, the option for the poor, peace, creation and environment and the dignity of work and participation are all promoted within Music lessons at St. Thomas More and underpinned by our mission and values to <b>#BeMore and ASPIRE</b></p>