



2021-22 CURRICULUM MAP FOR MUSIC

YEAR 9

<p>TERM 1: Minimalism</p> <p>In this unit, pupils will learn what minimalism is and how it relates to music, art and daily lives.</p> <p><u>They will identify the key composers of the time.</u></p> <ul style="list-style-type: none"> - Terry Riley – Years active? Famous compositions? Style of his compositions? - Phillip Glass - Years active? Famous compositions? Style of his compositions? - Steve Reich - Years active? Famous compositions? Style of his compositions? <p><u>They will learn the key features and characteristics of minimalist music</u></p> <ul style="list-style-type: none"> - Motifs – 3 Types of Motifs (Rhythmic, Melodic and Harmonic) - Repetition – Where a pattern of notes/ rhythms is used multiple times throughout the composition - Metamorphosis - gradually changing from one musical idea to another, often by changing one note at a time. - Phasing - two almost identical parts which go out of sync with each other and gradually, after several repetitions, come back into sync again. - Drone - a long, continuous note or a constantly repeated note (can be any pitch but if often low). - Fragmentation – Using short sections of a full motif to build up musical material. <p>Identifying Key features through listening activities - Pupils' will listen to a piece of minimalist music. 'Its gonna rain'. They will be required to write a piece of extended writing identifying the key features heard within the piece.</p> <ul style="list-style-type: none"> - Clapping Music - Terry Riley in C <p><u>How to implement these into their own compositions.</u></p> <ul style="list-style-type: none"> - Creating their own compositions using the techniques learnt 		<p>Extended Reading - What is Minimal Music?</p>
<ul style="list-style-type: none"> - Terry Riley – Years active? Famous compositions? Style of his compositions? - Phillip Glass - Years active? Famous compositions? Style of his compositions? - Steve Reich - Years active? Famous compositions? Style of his compositions? 		<p>Pupils' will listen to a piece of minimalist music. 'Its gonna rain'. They will be required to write a piece of extended writing identifying the key features heard within the piece.</p> <p>Pupils will create a piece of minimalist music.</p>
<ul style="list-style-type: none"> - Motifs – 3 Types of Motifs (Rhythmic, Melodic and Harmonic) - Repetition – Where a pattern of notes/ rhythms is used multiple times throughout the composition - Metamorphosis - gradually changing from one musical idea to another, often by changing one note at a time. - Phasing - two almost identical parts which go out of sync with each other and gradually, after several repetitions, come back into sync again. - Drone - a long, continuous note or a constantly repeated note (can be any pitch but if often low). - Fragmentation – Using short sections of a full motif to build up musical material. 		<p>Identification of key characteristics through listening activities.</p> <p>'its gonna rain'</p> <p>'Clapping Music' Including class performance of clapping music.</p>
<p>Identifying Key features through listening activities - Pupils' will listen to a piece of minimalist music. 'Its gonna rain'. They will be required to write a piece of extended writing identifying the key features heard within the piece.</p> <ul style="list-style-type: none"> - Clapping Music - Terry Riley in C <p><u>How to implement these into their own compositions.</u></p> <ul style="list-style-type: none"> - Creating their own compositions using the techniques learnt 		<p>This unit links to Art through the style of minimalism and pupils will focus on historical contexts of the style.</p>
<p>Term 2: History of Music</p> <p><u>Pupils will learn about the different eras of historical music</u></p> <p>Baroque</p> <ul style="list-style-type: none"> - The dates of the era – 1600 - 1750 - Famous composers and their background (Bach, Vivaldi, Corelli) - Key features of Baroque music – Basso Continuo/ Polyphonic Textures/ Harpsichord/ Smaller Orchestras/ ornaments/ Terraced dynamics - Instrumentation of the era – Instruments invented and used in the era - Orchestras of the era - Styles of instrumental music – Dance Suite/ Operas <p>Classical</p>		<p>Pupils will read and research the different composers from each era and how they became famous for their music.</p>
<p>Classical</p>		<p>Extended Question – 'How has music developed from the Baroque Era to the Classical Era' (instrumentation, orchestra size, key features)</p> <p>Using the information that you have learnt. Compare the different stylistic features of the Baroque era and the Classical era?</p> <p>Include:</p> <p>Instrumentation differences (Orchestras, Instruments available)</p> <p>Styles of the eras</p> <p>Key feature differences (Textures, dynamics)</p>



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<ul style="list-style-type: none"> - The dates of the era 1750 - 1810 - Famous composers and their background (Mozart and Beethoven) - Key features of Classical Music – Homophonic Textures/ Gradual Dynamics - Instrumentation of the era – Piano and Clarinet - Extended Question – ‘How has music developed from the Baroque Era to the Classical Era’ (instrumentation, orchestra size, key features) <p>Performance</p> <ul style="list-style-type: none"> - Melody to Fur Elise - Adding chords to the melody <p>Completing a final performance with two hands</p> <p>Romantic</p> <ul style="list-style-type: none"> - The dates of the era 1810 - 1900 - Famous composers and their background (Schubert and Mahler) - Key features of Romantic music - Instrumentation of the era - Orchestras of the era - Styles of instrumental music <p>Post 20th Century</p> <ul style="list-style-type: none"> - The dates/ Composers and examples of music from this era - 20th Century onwards—Jazz/ Rock and Roll/ Blues/ Rap/ Pop - Characteristics of these genres <p>How to perform pieces in the style of the different genre</p>		<p>Extended Question – ‘How did music change and develop from pre 20th century to 20th Century music?’</p> <p>Discuss the differences between key features from these two eras of music?</p>
		<p>Pupils will work in pairs to investigate how music has develop from era to era.</p> <p>Performances in pairs of famous works (Fur Elise)</p>
		<p>History – how different eras in history influenced the music of that time</p>
<p>TERM 3: Band Work – Adele ‘Hello’</p> <p>In this unit, pupils will learn the key skills of performing in an ensemble and implement them into a group performance of Adele’s Hello.</p> <p>All pupils will learn each individual part to the song;</p> <ul style="list-style-type: none"> - Vocals – Pupils will learn the lyrics from memory. They will be able to use ensemble skills to ensure the vocal part is in time with the rest of the ensemble. – Non-Verbal Communication skills/ Timing/ Knowing their part/ Reading from sheet - Piano – Being able to read from a chord sheet/ Performing the correct chords using the correct finger pattern/ Timing of chords/ Chord Transitions between sections - Bass Guitar – How to read tablature/ Playing Bass notes correctly/ Keeping in time - Acoustic Guitar – how to read guitar tablature/ playing in time/ using the correct finger pattern to play the chords/ correct amount of strings per chord. <p>Pupils will focus on performance skills</p> <ul style="list-style-type: none"> - Non-verbal communication skills 		<p>Pupils will learn and research the use of different notation for different instruments and be required to read these fluently.</p> <ul style="list-style-type: none"> - Standard Notation - Chord Charts - Guitar Tabs
		<p>Pupils will write a critical review of their rehearsal progress and a critical review of their final performance</p>
		<p>As this is a practical group performance, pupils will be required to discuss ideas and thoughts throughtout the rehearsal process.</p>
		<p>Performing arts – Performance skills</p>



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<ul style="list-style-type: none">- Timing- Tempo <p><u>Critical Analysis</u></p> <ul style="list-style-type: none">- Positives in the rehearsal process – Did you make a positive contribution to rehearsals?- Negatives in the rehearsal process- Positives in the final performance- What needs to be improved with the performance		
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