



## Roundwood Park School Curriculum Map – MUSIC Year 9

*A curriculum that stimulates curiosity, values diversity and offers challenge.*

*We help every student to love learning for life, to follow their passions and to reach their full potential.*

Year 9	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Unit of Work</b>	<b>Rap</b>	<b>Rap II</b>	<b>Film II</b>	<b>Musical Futures</b>	<b>Musical Futures II</b>	<b>Song writing</b>
<b>Key Knowledge</b>	Students explore the background and origins of rap and Hip hop from the 70s-modern day. Through listening students identify instruments and technology used. Students analyse and perform <i>Where is the Love</i> in pairs and then move on to learning parts on instruments in bands. Students perform their work in progress and evaluate each other's work using the assessment criteria.	Using their knowledge of rap, students write their own lyrics and arrange these into a song. Students focus on double time and accents. Students perform their raps in groups and evaluate each other's work.  The last two weeks, students will perform a Christmas song in a band.	Students will show an understanding of film composers and how music is used to create scenes and emotions. The aim is to introduce a variety of scores that illustrates some of the compositional techniques that makes effective scores. Students compose music to a given scene using garage band/Sibelius.	Pupils will show an Understanding of the structure and line up of a pop song through analysis. Students will undertake the process of performing using resources to create a suitably creative reimagining of a popular song. During the unit pupils will explore how to work collaboratively, discern suitable resources and create a performance using time management skills and perseverance.	Students will examine the structure of popular songs. Students will learn about song writing through listening to GCSE compositions. Students will understand riffs, chords, sequences, melody, and structure- students write a song in the style of their choice.	Students will continue developing their own ideas to create their original song responding to feedback. This time a focus on lyric writing, metre and phrasing. Some students may perform these in their bands.
<b>Concepts</b>	Performing	Composing	Style, Arranging	Performing, Technique	Composition	Composition
<b>Key Vocabulary</b>	Rapping, flow,bars, accents, hip hop, rhythmic speech, double time, chords, riff	Hook lines, chorus, verse. Strophic form, riff, chords	Diegetic, non-diegetic, leitmotif, ostinato, motif, drone	Verse, chorus, bridge, bass, electric guitar, bass line, chords, backbeat, modulation	Bass, melody, chords, primary chords, popular song form, drum fill, synthesiser, modulation, melody and accompaniment, syllabic, melismatic.	Bass, melody, chords, primary chords, popular song form, drum fill, synthesiser, modulation, melody and accompaniment, syllabic, melismatic.
<b>ASPIRE Habits</b>	<b>Communication, Practising</b>	<b>Collaboration, Respect</b>	<b>Making links, creative thinking</b>	<b>Risk taking</b>	<b>Creative Thinking</b>	<b>Collaboration</b>
<b>Reading Opportunities</b>	The History of Hip Hop by Eric Reece.	Read a score from Hamilton.	Composing for the Cinema-: The theory and praxis of Music in Film.	Read the article ' <b>How to start a band</b> ' on 'Music on a mission' website	The art of song writing by Jennifer Mckay.	Read the GCSE bitesize article: Writing your own music.