

Curriculum Map

School: Bohunt School Worthing

Subject: Music

Year Group: 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit(s)	Performance and Instrumental Skills	Performance and Instrumental Skills	Theory Basics (Through Songwriting and Loops)	Composition Skills	AOS1: Western Classical Tradition	Further Composition and Theory
Key knowledge	<p>How to prepare and perform a high standard of performance.</p> <p>How to use instrumental technique effectively in performance.</p> <p>Reading and responding to notated music.</p> <p>Identify music elements used that feature in other studied styles of music.</p>	<p>How to prepare and perform a high standard of performance.</p> <p>How to use instrumental technique effectively in performance.</p> <p>Reading and responding to notated music.</p> <p>Identify music elements used that feature in other studied styles of music.</p>	<p>How to notate pitch, rhythm and chords.</p> <p>Understanding relationship between melody and harmony.</p> <p>Structure and form of popular song.</p>	<p>How to notate pitch, rhythm and chords.</p> <p>Understanding relationship between melody and harmony.</p> <p>Develop wider knowledge of structure and form (e.g. rondo, binary etc.)</p> <p>Use instrumentation effectively</p> <p>Develop knowledge of key and time</p>	<p>What is the 'Western Classical Tradition?'</p> <p>What are the different musical periods encompassed in this AOS?</p> <p>What are the main features/ key composers within each period- Baroque, Classical Romantic?</p> <p>What are the dimensions of</p>	<p>Broaden knowledge of rhythm, texture and time signatures.</p> <p>Broaden knowledge of harmony.</p> <p>Perform adapted compositions inspired by themes and features from the AOS1 set works.</p>

				signatures.	music?	
Key skills/ concepts	Instrumental skills Developed used of musical dimensions in performance.	Instrumental skills Developed used of musical dimensions in performance.	Develop basic music theory knowledge, with a look to advance into more challenging theory. Ability to notate music for performance.	Compose to a brief. Develop basic music theory knowledge, with a look to advance into more challenging theory. Ability to notate music for performance. Use knowledge of arrangements for orchestral instrumentation when composing piece. Key and time signatures.	Understanding musical styles/genres. Listening to and identifying musical features within different styles of music. Developing ensemble skills through playing extracts from AOS set works.	Composing from sequence, with a focus on melody and harmonic make up. Rhythmic augmentation and diminution. Composing a piece in a minimum of a three part structure.
Link to Exam Board AOs	Component 2 (AO1) <ul style="list-style-type: none"> Perform with technical control, expression and interpretation. Develop performing skills individually 	Component 2 (AO1) <ul style="list-style-type: none"> Perform with technical control, expression and interpretation. Develop performing skills individually 	Component 1 (AO3&4) <ul style="list-style-type: none"> Demonstrate and apply musical knowledge. Component 3 (AO2) <ul style="list-style-type: none"> Select and use musical elements in composition 	Component 1 (AO3&4) <ul style="list-style-type: none"> Demonstrate and apply musical knowledge. Component 3 (AO2) <ul style="list-style-type: none"> Select and use musical elements in composition 	Component 1 (AO3&4) <ul style="list-style-type: none"> Demonstrate and apply musical knowledge. Component 2 (AO1) <ul style="list-style-type: none"> Perform with technical control, expression 	Component 1 (AO3&4) <ul style="list-style-type: none"> Demonstrate and apply musical knowledge. Component 3 (AO2) <ul style="list-style-type: none"> Select and use musical elements in composition

	<p>and in groups to communicate musically with fluency and control of the resources used</p> <ul style="list-style-type: none"> • Develop knowledge, understanding and skills needed to communicate effectively as musicians 	<p>and in groups to communicate musically with fluency and control of the resources used</p> <ul style="list-style-type: none"> • Develop knowledge, understanding and skills needed to communicate effectively as musicians 	<p>with perception and insight</p> <ul style="list-style-type: none"> • Develop awareness of a variety of instruments, styles and approaches to performing and composing • Develop ideas creatively using musical elements and features 	<p>with perception and insight</p> <ul style="list-style-type: none"> • Develop awareness of a variety of instruments, styles and approaches to performing and composing • Develop ideas creatively using musical elements and features 	<p>and interpretation.</p> <ul style="list-style-type: none"> • Develop performing skills individually and in groups to communicate musically with fluency and control of the resources used <p>Component 3 (AO2)</p> <ul style="list-style-type: none"> • Develop awareness of a variety of instruments, styles and approaches to performing and composing 	<p>with perception and insight</p> <ul style="list-style-type: none"> • Develop awareness of a variety of instruments, styles and approaches to performing and composing • Develop ideas creatively using musical elements and features
School specific assessment	<p>Lesson by lesson peer assessment of skills.</p> <p>Half term summative performance in class.</p>	<p>Lesson by lesson peer assessment of skills.</p> <p>Summative term concert performance in school (solo/group).</p>	<p>Summative composition assessment, graded against GCSE Composition criteria.</p>	<p>Summative briefed composition assessment, graded against GCSE Composition criteria.</p>	<p>Listening tests to be assessed throughout half term topic.</p> <p>Research presentation into one composer and their works from this AOS.</p>	<p>Summative composition assessment.</p> <p>Presentation of compositional process showing new composition of inspired piece from set works.</p>