MUSIC
Curriculum Map: Year 9

AUTUMN TERM

African Music

- I can sing in a 'call and response' style.
- I can sing in parts and create harmonies.
- I can play instrumental polyrhythms.
- I can compose a polyrhythmic piece with my peers.

Caribbean Music

- How does African and European music influence Caribbean music?
- I can play the rhythmic features of Reggae, Calypso and Salsa music.
- I can sing a range of Caribbean songs.
- I can compose my own Calypso song.

SPRING TERM

Music of the 19th century

- I can understand how social class dictated musical awareness.
- I can build on my part singing skills.
- I can create a rhythmic ostinato to accompany a Sea Shanty.
- Can I change a traditional song into a rap?

Popular music since the 1950s

- I can play the basic structure of the 12 bar blues.
- I can transpose the blues structure.
- I can understand and play triads (chords)
- I can use ostinato as a compositional tool.
- I can see how compositional techniques influence a range of pop styles.

SUMMER TERM

Continuation of music since the 1950s

- I can rehearse and perform a wide variety of songs from each successive decade to the present.
- I can understand song structure. (verse, chorus, riff, hook)
- I can understand how to make major and minor chords.
- I can use ICT to layer sounds and compose.

Exploring Film Music

- I can consider the impact that music has on film.
- I can recognise the genre of a film according to the title music.
- I can understand what a Leitmotif is.
- I can play some well-known Leitmotifs.
- I can compose a Leitmotif for an action character using a pentatonic scale.