

# Y9 Music Curriculum Progression Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Dates</b>	4 <sup>th</sup> September – 20 <sup>th</sup> October	30 <sup>th</sup> October – 15 <sup>th</sup> December	2 <sup>nd</sup> January – 9 <sup>th</sup> February	19 <sup>th</sup> February – 23 <sup>rd</sup> March	9 <sup>th</sup> April – 25 <sup>th</sup> May	4 <sup>th</sup> June – 24 <sup>th</sup> July
<b>Weeks</b>	7 Weeks	7 Weeks	6 Weeks	5 Weeks	5 Weeks	7 weeks
<b>Lessons</b>	7 Lessons	7 Lessons split at teacher's discretion	6 Lessons split at teacher's discretion	5 Lessons split at teacher's discretion	7 Lessons split at teacher's discretion	7 Lessons split at teacher's discretion
<b>Unit Title</b>						
<b>Sequence</b>	<ul style="list-style-type: none"> <li>Dependent on room allocation</li> <li>• Keyboards</li> <li>• Guitars</li> <li>• Drumming</li> <li>• ICT / composition + effects + film music</li> <li>• Analysing descriptive music/extended writing</li> <li>• Samba</li> <li>• ICT - remixing</li> </ul>	<ul style="list-style-type: none"> <li>Dependent on room allocation</li> <li>• Keyboards</li> <li>• Guitars</li> <li>• Drumming</li> <li>• ICT / composition + effects + film music</li> <li>• Analysing descriptive music/extended writing</li> <li>• Samba</li> <li>• ICT - remixing</li> </ul>	<ul style="list-style-type: none"> <li>Dependent on room allocation</li> <li>• Keyboards</li> <li>• Guitars</li> <li>• Drumming</li> <li>• ICT / composition + effects + film music</li> <li>• Analysing descriptive music/extended writing</li> <li>• Samba</li> <li>• ICT - remixing</li> </ul>	<ul style="list-style-type: none"> <li>Dependent on room allocation</li> <li>• Keyboards</li> <li>• Guitars</li> <li>• Drumming</li> <li>• ICT / composition + effects + film music</li> <li>• Analysing descriptive music/extended writing</li> <li>• Samba</li> <li>• ICT - remixing</li> </ul>	<ul style="list-style-type: none"> <li>Dependent on room allocation</li> <li>• Keyboards</li> <li>• Guitars</li> <li>• Drumming</li> <li>• ICT / composition + effects + film music</li> <li>• Analysing descriptive music/extended writing</li> <li>• Samba</li> <li>• ICT - remixing</li> </ul>	<ul style="list-style-type: none"> <li>Dependent on room allocation</li> <li>•</li> </ul>
<b>Rationale</b>	Good musicians are made by practising skills regularly – a little and often. The larger the gap between these practices, the more the skills deteriorate. This is also true of music theory such as notation: it is much more interesting and motivating to incorporate this learning into, for example, a keyboard lesson, than to have an 'academic' written lesson. The end product will be more enjoyable and effectively retained employing the former as a tool.	See previous box.	See previous box.	See previous box.	See previous box.	
<b>Key Building Blocks</b>	<ul style="list-style-type: none"> <li>Knowledge of:</li> <li>• Compositional skills</li> <li>• Basic rhythmic and melodic notation</li> <li>• Cultural context of World musics</li> <li>• Performance skills</li> <li>• Listening and evaluating skills</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of:</li> <li>• Compositional skills</li> <li>• Basic rhythmic and melodic notation</li> <li>• Cultural context of World musics</li> <li>• Performance skills</li> <li>• Listening and evaluating skills</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of:</li> <li>• Compositional skills</li> <li>• Basic rhythmic and melodic notation</li> <li>• Cultural context of World musics</li> <li>• Performance skills</li> <li>• Listening and evaluating skills</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of:</li> <li>• Compositional skills</li> <li>• Basic rhythmic and melodic notation</li> <li>• Cultural context of World musics</li> <li>• Performance skills</li> <li>• Listening and evaluating skills</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of:</li> <li>• Compositional skills</li> <li>• Basic rhythmic and melodic notation</li> <li>• Cultural context of World musics</li> <li>• Performance skills</li> <li>• Listening and evaluating skills</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of:</li> <li>•</li> </ul>
<b>Retrieval Practices</b>	Do Now activities Low stakes quizzes Interleaved themes Self-quizzing homework	Do Now activities Low stakes quizzes Interleaved themes Self-quizzing homework	Do Now activities Low stakes quizzes Interleaved themes Self-quizzing homework	Do Now activities Low stakes quizzes Interleaved themes Self-quizzing homework	Do Now activities Low stakes quizzes Interleaved themes Self-quizzing homework	Mini whiteboard activities Do Now activities Low stakes quizzes Interleaved themes Self-quizzing homework <b>Self-quizzing homework</b>
<b>Key Skills</b>	<b>Performing – Listening - Composing</b> Speaking Reading Writing	<b>Performing – Listening - Composing</b> Speaking Reading Writing	<b>Performing – Listening - Composing</b> Speaking Reading Writing	<b>Performing – Listening - Composing</b> Speaking Reading Writing	<b>Performing – Listening - Composing</b> Speaking Reading Writing	<b>Performing – Listening - Composing</b> Speaking Reading Writing
<b>Key terms</b>	Depending on unit delivered - knowledge of: • Texture: layers – shape – dynamics – tempo – form/structure – <b>ICT effects</b> • Samba: context - instrument names– syncopation – polyrhythm – call and response • RABBIT words/Italian musical terms • Film music: ostinato – pedal note – chromatic – texture - dynamics	Depending on unit delivered - knowledge of: • Texture: layers – shape – dynamics – tempo – form/structure – <b>ICT effects</b> • Samba: context - instrument names– syncopation – polyrhythm – call and response • RABBIT words/Italian musical terms • Film music: ostinato – pedal note – chromatic – texture - dynamics	Depending on unit delivered - knowledge of: • Texture: layers – shape – dynamics – tempo – form/structure – <b>ICT effects</b> • Samba: context - instrument names– syncopation – polyrhythm – call and response • RABBIT words/Italian musical terms • Film music: ostinato – pedal note – chromatic – texture - dynamics	Depending on unit delivered - knowledge of: • Texture: layers – shape – dynamics – tempo – form/structure – <b>ICT effects</b> • Samba: context - instrument names– syncopation – polyrhythm – call and response • RABBIT words/Italian musical terms • Film music: ostinato – pedal note – chromatic – texture - dynamics	Depending on unit delivered - knowledge of: • Texture: layers – shape – dynamics – tempo – form/structure – <b>ICT effects</b> • Samba: context - instrument names– syncopation – polyrhythm – call and response • RABBIT words/Italian musical terms • Film music: ostinato – pedal note – chromatic – texture - dynamics	Depending on unit delivered - knowledge of: • Texture: layers – shape – dynamics – tempo – form/structure – <b>ICT effects</b> • Samba: context - instrument names– syncopation – polyrhythm – call and response • RABBIT words/Italian musical terms • Film music: ostinato – pedal note – chromatic – texture - dynamics
<b>Numeracy</b>	• Continually reinforced through notations •	• Continually reinforced through notations •	• Continually reinforced through notations •	• Continually reinforced through notations •	• Continually reinforced through notations •	• Continually reinforced through notations •
<b>Formative Assessment</b>	Peer & Self-Assessment Model performance/answer evaluation Low stakes quizzes Teacher feedback for practical skills	Peer & Self-Assessment Model performance/answer evaluation Low stakes quizzes Teacher feedback for practical skills	Peer & Self-Assessment Model performance/answer evaluation Low stakes quizzes Teacher feedback for practical skills	Peer & Self-Assessment Model performance/answer evaluation Low stakes quizzes Teacher feedback for practical skills	Peer & Self-Assessment Model performance/answer evaluation Low stakes quizzes Teacher feedback for practical skills	Peer & Self-Assessment Model answer comparison Low stakes quizzes Teacher feedback
<b>Summative Assessment</b>		AP1 listening exam		AP2 listening exam		AP3 end of year listening exam
<b>SMSC &amp; Cultural Capital</b>	<ul style="list-style-type: none"> <li>• Respecting musical performances/listening</li> <li>• Extra-curricular opportunities, both formal and informal before school, at lunchtime and after school</li> <li>• Trips where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Respecting musical performances/listening</li> <li>• Extra-curricular opportunities, both formal and informal before school, at lunchtime and after school</li> <li>• Trips where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Respecting musical performances/listening</li> <li>• Extra-curricular opportunities, both formal and informal before school, at lunchtime and after school</li> <li>• Trips where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Respecting musical performances/listening</li> <li>• Extra-curricular opportunities, both formal and informal before school, at lunchtime and after school</li> <li>• Trips where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Respecting musical performances/listening</li> <li>• Extra-curricular opportunities, both formal and informal before school, at lunchtime and after school</li> <li>• Trips where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Respecting musical performances/listening</li> <li>• Extra-curricular opportunities, both formal and informal before school, at lunchtime and after school</li> <li>• Trips where appropriate</li> </ul>
<b>Linking curriculum to careers</b>						N/A