

# 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 19<sup>th</sup> 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?

- 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.

**Popular music since the 1950s**



**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.

- I can consolidate and demonstrate my understanding of rhythmic notation.
- I can play increasingly complex combinations of rhythmic patterns.
- I can confidently read staff notation ( pitch)
- I can combine all of the above effectively.



**Marvellous Music Theory!**