**The Warriner School Subject Curriculum Map**

| Subject: Music | Year Group: 9 | Unit: Listening & appraising (High 5) |
|---|---|---|
| Unit objectives: (NC Statements)<br><br>To be able to listen to a variety of music and comment upon the elements<br>To be able to use a variety of sheet music to support appraising<br>To be able to recognise a range of different musical signs symbols and notations | | |
| Context for study: Follows a y8 listening and appraising unit - prepares for the rigours of GCSE listening and appraising | | |

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in* **bold***)*

To know the principles of the High 5 listening strategy (dec)
To know the requirements of the predict box (dec)
To know the requirements of the rhythm box (dec)
To know the requirements of the instrument box (dec)
To know the requirements of the Structure box (dec)
To know the requirements of the melody box (dec)
To be able to recognise and identify:(disc & pro)
       treble clef
       bass clef
       treble clef note
       bass clef notes
       performance direction
       tempo markings
       bar lines
       dynamic markings
       triads
       chords
       chord notation
To be able predict some of the following from sheet music: (disc & pro)
       tempo
       general rhythms
       composer
       time signature

key signature

instrumental requirements

difficulty

texture

articulation

silence

To be able to comment on rhythmic character of a variety of music using appropriate vocabulary (disc & pro)

To be able to comment on timbre and sonority using appropriate vocabulary (disc & pro)

To be able to comment on structure using appropriate vocabulary (disc & pro)

To be able to comment on use of melody using appropriate vocabulary (disc & pro)

| Possible Misconceptions and adaptive responses to these: *identified through formative assessment/retrieval practice/diagnostic questioning.* | Literacy and Oracy development opportunities: *Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.* |
|---|---|
| Assessment/Final outcomes: *How will students apply their deep learning in a meaningful way that respects the subject's discipline?* | |