

The Warriner School Subject Curriculum Map

Subject: Music	Year Group: 9	Unit: Musical elements	
Unit objectives: (NC Statements) To know what the musical elements are To understand all the related vocabulary for these elements To be able to recognise and identify musical elements in short listening tasks			

Context for study: Prepares students for listening and appraising standards at GCSE and level and puts into context previous procedural knowledge

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 that music can be separated into Musical elements (dec)
To know that pitch is a musical element (dec)
to know that pitch means how high or how low something is (dec)
To be able to recognise high and low sounds in music (disc)
To be able to use the word pitch appropriately (pro)
To know that Duration is a musical element (dec)
To know that duration is how long or short something is (dec)
To be able to recognise different durations in music (disc)
To be able to use the word duration appropriately (pro)
to know that rhythm is created by patterns of differing durations (dec)
To know that Texture is a musical element (dec)
to know that texture in music refers to layers of sound (dec)
To be able to recognise differing textures in music (disc)
To be able to use the word texture appropriately (pro)
To know that articulation is an element of music (dec)
To know that articulation refers to *how* a note is played (dec)
To know what legato means (dec)
to know what staccato means (dec)
To be able to recognise different articulation in music (disc)
To be able to use the word articulation and associated words appropriately (pro)
To know that tempo is an element of music (dec)
to know that tempo means how fast or slow the music is (dec)
To be able to recognise a variety of tempos in Music (disc)
To be able to use the word tempo and other associated words appropriately (pro)

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To know that dynamics is an element of music (dec)
To know that dynamics is how loud or quiet something is (dec)
To be able to recognise different and changing dynamics in music (disc)
To be able to use the word dynamics and associated sliding scale dynamic words appropriately (pro)
to know that timbre/sonority is an element of music (dec)
to know that timbre/sonority refers to the quality of a sound (dec)
To be able to recognise and describe different timbres/sonority in music (disc)
to be able to use the words timbre/sonority and associated words appropriately (pro)

Possible Misconceptions and adaptive responses to these: *identified through formative assessment/retrieval practice/diagnostic questioning.*

Explanations around vibration, pulse and beat will be needed

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?*

End of unit written assessment of elements and listening