The Warriner School Subject Curriculum Map

Subject: Music	Year Group: Y9	Unit: Sibelius Skills	
Unit objectives: (NC Statements) For students to learn basic functionality of Sibelius For students to apply their music theory to Sibelius To learn how to replicate a piece of notation To learn how to create an 8 bar melody with rhythm and pitch To learn how to create simple harmony to match the inputted melody To learn how to change the harmonic accompaniment from block to broken chords			
Context for study: Progression from sampling on MixCraft to arranging as a stepping stone to GCSE composition			

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 how to locate Sibelius on the music tab (pro)
To know basic notation input using numerical keypad (dec)
To know that the numerical keypad matches the notation keypad on the software (disc)
To know if the cursor is blue edit mode is activated (pro)
To know to press escape when edit mode is activated (pro)
To know that the keypad selects duration, and the keyboard selects pitch (pro)
To know that a score needs setting up prior to editing (dec)
To know where to select key signature (pro)
To know where to select time signature (pro)
To know where to select/edit instrument selection (pro)
To know how to recreate a short 8 bar piano score including dynamics, articulation and tempo marking (pro)
To know CTRL E access the dynamics edit tool (pro)
To know CTRL T access the tempo markings tool (pro)
To know the numerical keypad tabs access the articulation tool (pro)
To know that harmony is selected from melody notes at specific points in the bar (pro)
To know the chords available to choose from in C major (dec)
To know to use a chord creator tool (pro)
To know the primary chords in a key are 1, 4 & 5 (dec)
To know the secondary chords in a key are 2, 3 & 6 (dec)
To know the primary chords are major chords (dec)

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To know the secondary chords are minor chords (Dec)

To know the primary chords are selected more often (disc)

To know the secondary chords are used for harmonic colour (disc)

To know how to use chord creator to make a block chord triad harmony that matches a melody (disc)

To know that block harmony can become broken chords (disc)

To know that block harmony can be used as a basis for arranging for any instruments (disc)

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?*	