



Curriculum Journey 2025-2025

Subject: Music

Year 9	Half Term 1	Half term 2	Half Term 3	Half Term 4	Half term 5	Half Term 6
Topic	Film Music	Samba	Reggae	Reggae	Dance Music	Ensemble skills
Vocabulary	Elements of music Melody/Articulation Dynamics/Texture Timbre/instruments Rhythm/Tempo Leitmotif / Diagetic/non diagetic	Elements of music Melody/Articulation Dynamics/Texture Timbre/instruments Rhythm/Tempo Surdo/ Caixa/ Agogo Repinique/chualco/ tamborim	Elements of music Melody/Articulation Dynamics/Texture Timbre/instruments Rhythm/Tempo Skank rhythm/syncopation	Elements of music Melody/Articulation Dynamics/Texture Timbre/instruments Rhythm/Tempo Skank rhythm/syncopation	Elements of music Melody/Articulation Dynamics/Texture Timbre/instruments Rhythm/Tempo Sequence/ loop/ Ternary structure/ostinato	Elements of music Melody/Articulation Dynamics/Texture Timbre/instruments Rhythm/Tempo Ensemble/ flow/ conductor
Assessment	Listening test – written task out of 20 marks	Performance and composition Samba de Janerio with improvisations	Listening Listening and evaluating a range of Reggae songs	Performance Buffalo Soldier	Composition – Creating and performing a piece of dance music	Performance – Ensemble performances of Pop songs
Links to prior learning	Elements of music – recognizing how the elements are used	- Improvisation - Playing chords - Keyboard /ukulele/guitar skills	Elements of music – recognizing how the elements are used through listening.	- Improvisation - Playing chords - Keyboard /ukulele/guitar skills	Elements of music – recognizing how the elements can be used to develop compositions .	- Improvisation - Playing chords - Keyboard /ukulele/guitar - Reading notation and identifying



	- through listening. - Identifying how music links to emotions - Using key vocabulary in written and verbal answers - Use of chords and inversions to play film music	Reading notation and identifying notes	- Identifying how music links to emotions - Using key vocabulary in written and verbal answers	Reading notation and identifying notes	- Identifying how music links to emotions - Improvisation - Playing chords - Keyboard/ - ukulele/guitar skills	notes
Catholic Social Teaching	- Participation – through classroom performance - The common good – creating an inclusive environment for all pupils to perform in a safe space	- Stewardship - Samba equipment is made using recycled resources - Participation – through classroom performance - The common good – creating an inclusive environment for all pupils	- Human Dignity – Inclusive representation in learning materials (Bob Marley, Rastafarianism and the One love historical concert) - Participation – through classroom performance - The common good –	- Human Dignity – Inclusive representation in learning materials (Bob Marley, Rastafarianism and the One love historical concert) - Participation – through classroom performance - The common good –	- Participation – through classroom performance and ensemble skills - The common good – creating an inclusive environment for all pupils to perform in a safe space	- Participation – classroom performance and ensemble skills - The common good – creating an inclusive environment for all pupils to perform in a safe space



		to perform in a safe space	creating an inclusive environment for all pupils to perform in a safe space	creating an inclusive environment for all pupils to perform in a safe space		
Careers and Personal Development links	Composing or Performing music Learning independent thinking and working	Performing music Learning independent thinking and working Learning skills to be an effective part of a group project	Performing music Learning independent thinking and working	Performing music Learning independent thinking and working Learning skills to be an effective part of a group project	Composing or Performing music Learning independent thinking and working	Performing music Learning independent working Learning skills to be a of a group project