



ABINGDON

HOUSE SCHOOL

Curriculum map overview for Y9 Music: 2025/26

<i>Term</i> <i>(Weeks)</i>	<i>Topic/Unit (weeks)</i>	<i>Key Objectives</i>	<i>Type of assessment</i>
<i>Week 1</i> <i>(First full week)</i>	<i>Initial evaluation</i>	This is the time to establish routines with the children, fostering positive relationships, and gaining a clear understanding of their individual learning needs.	Quizzes and Recording
<i>Autumn 1</i> <i>(7)</i>	<i>The history and development of popular music in Britain.</i>	Beatles to Radiohead. Research with musical illustrations.	Quizzes and Recording
<i>Autumn 2</i> <i>(7)</i>	<i>Hooks, Riffs & Popular Songwriting</i>	Study of chart music structure Compose original pop songs with hooks and choruses Use of digital software (BandLab, GarageBand, etc.)	Quizzes and Recording

<i>Spring 1 (6)</i>	<i>Minimalism</i>	<p>Composers: Steve Reich, Philip Glass</p> <p>Additive rhythm, layering, phasing</p> <p>Create minimalist pieces using loops and live performance</p>	Quizzes and Recording
<i>Spring 2 (6)</i>	<i>Classical Forms</i>	<p>Binary, ternary, rondo forms</p> <p>Listening analysis of Baroque and Classical examples</p> <p>Short compositions in set forms</p>	Quizzes and Recording
<i>Summer 1 (5)</i>	<i>Music for Stage and Screen</i>	<p>Musicals (e.g., Hamilton, Les Mis, Wicked)</p> <p>Comparison of musical theatre and opera</p> <p>Performance and composition inspired by a chosen musical</p>	Quizzes and Recording
<i>Summer 2 (6)</i>	<i>Final Project – Personal Music Portfolio</i>	<p>Students choose a focus (performance, composition, production)</p> <p>Independent work supported by teacher feedback</p> <p>Presentation of final work to class or small audience</p>	Quizzes and Recording