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Year 9 AMC (Art, Music, Computing) Curriculum Map

Subject	Computing	Music	Art and Design	Computing	Music	Art and Design
Topic	Cyber security	Film Music	Pop Art	Media Animations	Theme and Variations	Intro to BTEC Art Exploring 3D design
Key Content	Learners will be taken on an eye-opening journey of discovery about techniques used by cybercriminals to steal data, disrupt systems, and infiltrate networks. ● Protecting your data ● Social engineering ● Script Kiddies ● Rise of the Bots ● Fake accounts and servers ● Cyber attacks	Learners will focus upon sound analysis and leitmotifs used in moving Image projects. They will also identify the purpose of Music, SFX and Foley within different moving image projects. ● Music for moving Image ● Sound analysis ● Mickey Mousing ● SFX and voice overs ● Foley ● Music sequencing and editing .	Learners will be introduced to the popular street artists Banksy and other iconic graffiti artists. They will look at the context and symbolism within these pieces and how this phenomenon is now , for some considered a 'political movement'. They will debate their views on graffiti and recreate some iconic street art pieces. Finally they will create their own graffiti tag and spray paint this. **Drawing** Copying and tracing iconic works of other Pop artists. **Painting** Recreating iconic Pop Art in paint **Media** Cardboard relief of Pop Art, 3D Pixelated Ar, Pop Art sculpture.. **Knowledge** Developing understanding of Pop Art.	In this unit learners will discover how professionals create 3D animations using the industry-standard software package, Blender. By completing this unit learners will gain a greater understanding of how this important creative field is used to make the media products that we consume. ● Impact of 3D animation in the wider world ● Keyframe animations ● Complex modelling ● Organic modelling ● Project	Learners will listen to different variations of 21st century songs and identify the musical differences. They will learn how to alter genre, rhythm, melody, lyrics, instrumentation and accompaniment to create their own versions of popular songs in groups. They will also record their pieces using a range of software. ● Recap musical elements ● Playing chords and melody ● Singing ● Arranging and performing ● Ensemble skills	Learners will be introduced to BTEC Art and Design specification and complete the first unit as an introductory to the course for those who chose the pathway. They will investigate how to research and develop ideas through to the 3 dimensional (3D) prototype stage of product design. Using pop art as a design stimulus they will develop practical skills whilst also investigating the visual language, materials and methods of the design industry.

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Knowledge & Skills	**Knowledge** Knowing the value of their data to organisations and what they might use it for. Looking at social engineering techniques used by cybercriminals. Identifying different cybercrimes such as hacking, DDoS attacks, and malware. Knowing methods to protect ourselves and our networks against these attacks. **Skills** Using a computer independently. Browsing the internet safely. Altering security settings to protect accounts. Scanning and skimming for information.	**Knowledge** Applying knowledge of musical elements to analyse Music. Developing understanding of DAW software **Skills** Developing sequencing and editing skills Responding to teacher feedback and improving work Developing composition skills. Mickey Mousing for cartoons Creating sounds using Foley Techniques	**Knowledge** Studying new artists Warhol, Haring, Hockney, Liechtenstein and Britto. Developing knowledge of the Pop Art movement and how it influenced its own 'culture' at the time. Analysing and forming opinions about Art. Applying knowledge of contrasting / complementary colours to Pop Art. Exploring Pop artists from around the world. **Skills** Building upon previous skills and knowledge of colour theory and value to add shading to 2D and 3D drawings. Stencilling, image transfer. Painting Forming and justifying opinions about famous works.	**Knowledge** Knowing the basics of modelling, texturing, and animating; outputs will include 3D models and short videos. **Skills** Use a material to add colour to objects. Create, scale and rotate objects using software. Add, move, and delete keyframes to make basic animation. Play, pause, and move through the animation using the timeline Use modelling techniques that are used to make organic/natural-looking models	**Knowledge** Knowing the basics of recording audio. Developing aural perception skills and extended musical vocabulary. Analysing songs and identifying technical changes and differences. **Skills** Developing rhythm and timing Developing ensemble and instrumental skills Working together effectively and developing listening and teamwork skills.	**Knowledge** Developing understanding of painting methods and techniques. Develop knowledge of model and prototype construction, Developing understanding of different artists through time and their techniques. **Skills** Developing printmaking skills. Applying self- and time-management whilst developing ideas Making 3D objects and learning about tools and equipment. Communicating ideas and intentions, Reviewing and Improving work.
Assessment	Computing workbook Teacher observation and feedback Live marking Retrieval starters	Music workbook Video evidence of practical tasks. Live marking Retrieval starters Termly retrieval practice	Art portfolio Teacher observation and feedback Live Marking Peer/ self-assessment Retrieval starters	Computing workbook Teacher observation and feedback Live marking Retrieval starters	Music workbook Video evidence of practical tasks. Live marking Retrieval starters Termly retrieval practice	Art portfolio Teacher observation and feedback Live Marking Peer/ self-assessment Retrieval starters

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	Fortnightly retrieval practice grids Termly summative assessment	Termly performance assessment	Fortnightly Retrieval practice Termly summative assessment	Fortnightly retrieval practice grids Termly summative assessment	Peer assessment Termly performance assessment	Fortnightly Retrieval practice Termly summative assessment
Literacy	Scanning and skimming, using computational language to describe systems and processes.	Encouraging students to extend their sentences and musical vocabulary when analysing Music.	Presenting information and justifying their design choices, using appropriate technical language. Extended writing for artist study/ analysis.	Reading and interpreting instructions for software use. Peer assessing the projects of others using computing terms.	Completing an in depth music analysis of two popular music pieces, using technical language.	Peer assessing the projects of others using Art terms. Presenting information and justifying their design choices.
Cross curricular links	**Maths (**Interpreting data) **English** (Reading, Scanning and skimming) **PSHE (**Online safety, collaborative working and teamwork)	**English** (Extended writing) **Maths** (Addition of note values) **PSHE** (Listening, working together and teamwork) **ICT** (Using DAW software to arrange and sequence music)	**English** (Reading,Artist studies) **History** (Artist history and Art periods. Discussing Pop Art movement) **ICT** (Artist research study)	**Maths** (Shape and measure) **Art** Digital Art	**English**(Rearranging song lyrics, Musical analysis) **MFL** (Using italian terms for performance instructions) **ICT** (Using DAW software and recording music) **History** (Music through time, iconic artists of different genres) **PSHE** (Listening, respecting peers work)	**History** (Looking at artist from different eras) **ICT** (Artist research study) **English** (Reading,Artist studies)

KS3 Computing curriculum aims

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1. Pupils should design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems
2. Pupils should understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem
3. Pupils should use 2 or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions
4. Pupils should understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]
5. Pupils should understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems
6. Pupils should understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits
7. Pupils should undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known user
8. Pupils should create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability
9. Pupils should understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns.