

**INTENT-**

- To give students a broad and varied musical knowledge, spanning a range of historical and cultural contexts.
- To develop student skills in both performance and listening whilst introducing the relevant music terminology in relation to each instrument and genre.
- To explore spirituality in the Arts through the implementation of the SACRE questions.

**The Bigger Picture:**

**Link to History:** Historical context of genre and culture is explored in all of the Year 9 schemes – most explicitly in History of Music and Jazz / Rock ‘n’ Roll.  
**Link to Drama:** Exploring the cultural overlap in both World Music and World Theatre, and analysing how music supports action in performance in Film Music.  
**Links to SACRE:** Directly exploring the SACRE questions – ‘How can people express the spiritual through the arts?’ AND ‘What difference does it make to believe in 6 main faiths?’ through Music of Africa and World Music.

**Bilton School Planning for Progress over Time**  
**Year 9 Music**  
**Programme of Study 2020/21**

- 1 Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other devices
- 2 Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- 3 Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- 4 Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.
- 5 Listen with increasing discrimination to a range of music from composers and musicians
- 6 Develop an understanding of the music that they perform and listen to, and its history.

**IMPLEMENTATION**

	Term 1 History of Music								Term 2 Music of Africa								Term 3 Film Music								Term 4 Jazz Music								Term 5 World Music								Term 6 Band Skills							
<b>KS3</b>	31/8/20	7/9/20	14/9/20	21/9/20	28/9/20	5/10/20	12/10/20	19/1/20	2/11/20	9/11/20	16/11/20	23/11/20	30/11/20	7/12/20	14/12/20	4/1/21	11/1/21	18/1/21	25/1/21	1/2/21	8/2/21	22/2/21	1/3/21	8/3/21	15/3/21	22/3/21	29/3/21	19/4/21	26/4/21	3/5/21	10/5/21	17/5/21	24/5/21	7/6/21	14/6/21	21/6/21	28/6/21	5/7/21	12/7/21	19/7/21								
<b>Year 9</b>	Contemporary Music	Baroque Music	Classical Music	Baseline Assessment	Romantic Music	20 <sup>th</sup> Century	Preparation for Assessment	Assessment Task	Introduction to African Music	Spirituality in African Music	Understanding the Instruments	Creating the Performance	Rehearsal for Assessment Task	Assessment Task	Experimenting with Different Rhythms	What is the effect of Music	Appropriate Music in Films	Leitmotifs in The Lord Of The Rings	Minimalism in Untouchable	John Williams - Starting Composing	Submission of Composition	Indonesian Music	Bhangra / Indian Music	Aboriginal Music	Fusion Music	Creating a Fusion Track	Completing the fusion Track	Origins of Jazz	Simple Melodies and Harmonies	Jazz Futures	Comparing Jazz to Blues	Creating a Jazz piece	Submission of Composition	Ensemble Skills	Style and Genre	Hooks, Riffs and Texture	Creating a Group Piece	Rehearsal of Group Piece	Assessment of Group Piece	Evaluation								
<b>Progress and assessment</b>	Formative Assessment – Week 4 (Baseline) and 8								FAR Reflection – Week 1 Peer Assessment – Week 5 Formative Assessment – Week 6								FAR Reflection – Week 1 Self Assessment – Week 5 Formative Assessment – Week 4 Listening Assessment and Week 6 Performance Assessment								FAR Reflection – Week 1 Peer Assessment – Week 5 Formative Assessment – Week 6 (including assessment of SACRE knowledge)								FAR Reflection – Week 1 Peer Assessment – Week 4 Formative Assessment – Week 6								FAR Reflection – Week 1 and 7 Self Assessment – Week 3 Formative Assessment – Week 5 and 6							
<b>Homework</b>	Week 1 – Research One Musical Genre Week 6 – Revision Musical Genres.								Week 3 – Create a factsheet on the instruments. Week 5 – Notate Your Assessment Rhythms								Week 1 – Create a fact sheet on a film composer Week 5 – Complete Film Music puzzle sheet								Week 1 – Research on the 4 main faiths to be explored. Week 5 – Revision of the different cultural music styles.								Week 1 - Research Jazz artist and Rock ‘n’ Roll artist. Week 5 – Rehearsal for Assessment								Week 3 – Analyse scene from a film using gained knowledge. Week 5 – Factsheet on a given film composer.							
<b>Key Vocabulary/literacy opportunities</b>	Key Vocab – Concerto, symphony, continuo, ornamentation, opera, homophonic, polyphonic. 1.1 Developing active listening skills 2.1 Developing and adapting speaking skills and strategies in formal and informal contexts								Key Vocab – Djembe, conga, bongo, polyrhythmic texture, call and response, rhythm, dynamics, respect. 3.2 Taking roles in group discussion 8.3 Improving vocabulary for precision and impact								Key Vocab – Score, leitmotifs, foley, sound effects, theme, genre, style. 3.2 Taking roles in group discussion. 8.3 Improving vocabulary for precision and impact								Key Vocab – Traditional, spirituality, harmony, religion, unison, raga, hymn. 8.1 Developing viewpoint, voice and ideas								Key Vocab – Swing, syncopation, improvisation, seventh chords, blues scale. 2.2 Using and adapting the conventions and forms of spoken texts								Key Vocab – Hook, riffs, texture, ensemble, chord, arrangement, notation. 1.1 Developing active listening skills 3.2 Taking roles in group discussion							
<b>Connected knowledge</b>	C&C – British Values - Developing student respect for one another’s opinions on music through exploring a range of genres and styles.  Links to History – Discussion of historical context of the music in relation to society of the time.  5 Listen with increasing discrimination to a range of music from composers and musicians 6 Develop an understanding of the music that they perform and listen to, and its history.								Coventry & Warwickshire SACRE 17-22 Strand: Expressing and Living - How can people express the spiritual through the arts?  C&C – Cultural Respect - Developing understanding of the cultural background of African Music and the influence upon contemporary music styles.  Links to Geography – Students study Africa in Year 9 Term 1 in Geography. 3 Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions 6 Develop an understanding of the music that they perform and listen to, and its history.								Links to Drama – Considering the links between the theatrical content and music of films.  1 Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other devices 4 Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.								Coventry & Warwickshire SACRE 17-22 Strand: Expressing and Living - How can people express the spiritual through the arts? AND What difference does it make to believe in 6 main faiths?  C&C – Cultural Respect – Exploring music from across a range of cultures and religions, showing respect for the differences in faiths and traditions. 6 Develop an understanding of the music that they perform and listen to, and its history.								C&C – Diversity – Links to the diversity of the two musical genres. Links to Music Year 8 Blues scheme – students explored the historical context of the Blues and playing simple riffs and melodies. 1 Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other devices 4 Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions								C&C – Society – Working together with others in an ensemble aids positive social interactions. 2 Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression 4 Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.							

**IMPACT:** Throughout the year students will have had the opportunity to learn a range of music styles and genres from across a variety of historical and cultural contexts, allowing them to apply their understanding to music throughout history and also their own personal choice of music. Their understanding of musical elements and terminology will also be developed and they will be able to apply this when listening to music. They will have developed skills in group work as well as building their confidence as a solo performer. Those taking Music to KS4 will have had opportunity to work with the technological aspects of the subject that are a vital part of the BTEC Music course.