

Year 9 Music Curriculum Overview

Rationale: In year 9 students have opted for music. We endeavour to build on knowledge and skills developed in KS3 to prepare and equip students for continuing to the GCSE course in year 10 and 11. In year 9 students have opportunities to explore different approaches to music making; they begin to develop their own creative style and to find their preferred methods of working in preparation for working with greater autonomy at GCSE. Music theory is taught to support composition and performance and to enable students to listen and appraise a range of musical styles in greater detail. We continue to study a breadth of musical styles and explore the contexts of these in order that students develop an appreciation of different times and cultures. Throughout all topics, an emphasis on perseverance, resilience, self-evaluation and personal musical identity will help students to develop as successful learners.

Term / Length of Unit	Outline	Assessment	Home Learning (Set weekly)	Resources	Knowledge/Skills End Points Cultural Capital	Reading
Year 9 Autumn 1 12 lessons (+/-)	<p>March and Waltz These styles are used to learn about metre, time signatures, structure and the importance of the defining features of musical genres. A range of pieces from both styles will be explored. Students will also learn the significance of context and musical purpose.</p> <p>March Students will develop their understanding and ability to work with rhythm in 4/4. They will learn about the relationship of chords and melody, learning to improvise and compose in a fanfare style. They will develop their listening and appraising skills through exploring Marches from a range of genres.</p>	<p>Fanfare composition</p> <p>March performance.</p> <p>Listening & Appraising</p>	<p>Theory Task</p> <p>Key words</p> <p>Listening and appraising</p> <p>Theory Task</p> <p>Key words</p> <p>Listening and appraising</p>	<p>Topic PPT</p> <p>Yr 9 Music Booklet</p> <p>Classroom instruments / students' own instruments</p> <p>Performance sheet music</p> <p>Teaching Gadget/Edpuzzle</p>	<p>Historical context of March music. Use in royal & military occasions.</p> <p>Musical metre – 2/4, 3/4, 4/4 time signatures. Note durations – as year 8 plus dotted notes + rests Can identify time signatures and plan and perform rhythms within each time signature.</p> <p>Features of Marches: Strong pulse, repeated rhythms, repeated notes, small leaps, triadic movement, repeated melodic ideas, sequence, clear melodic phrases. Students can identify these when listening, perform with an awareness of these features and use these features within their composing work.</p> <p>Key composers + performance contexts. Students can name some composers and explain how March music has been used in some different contexts.</p> <p>Composition skills: working with notes of the triads to construct melodies.</p>	<p>Key word glossary. Reading processes used to follow notation.</p> <p>Tier 3 Time signature</p> <p>Triadic</p> <p>Melodic sequence</p> <p>Tier 2 Improvise Perform</p>

<p>Year 9 Autumn 2</p> <p>12 lessons (+/-)</p>	<p>Waltz (12 lessons) Students will apply, secure and extend knowledge of rhythms within 3/4. They will learn about keys and chords within a key. They will learn about the stylistic features of Waltzes through a range of listening and performing tasks and will demonstrate their understanding through composing their own waltz.</p>	<p>Waltz Composition – interim</p> <p>Waltz Composition – final</p> <p>Listening & Appraising</p>	<p>Theory Task</p> <p>Key words</p> <p>Listening and appraising</p> <p>Theory Task</p> <p>Key words</p> <p>Listening and appraising</p>	<p>Topic PPT Yr 9 Music booklet PCs Musescore software</p> <p>Class + students' own instruments</p> <p>Teaching gadget/Edpuzzle</p>	<p>Historical context of Waltz music. Know when Waltz music would be performed and for what purpose/occasion.</p> <p>Students understand how to construct a major scale and can work out key signatures with up to 2 sharps or flats. They will understand how the chords within a key are numbered and will know the primary chords. They will understand and be able to identify simple phrase structure.</p> <p>Features of Waltzes: Strong pulse, flowing melody using passing notes, question and answer phrases, 'um-cha-cha' accompaniment.</p> <p>Students can identify these when listening, perform with an awareness of these features and use these features within their composing work.</p> <p>Key composers + performance contexts. Students can name some composers and explain how Waltz music has been used in some different contexts.</p> <p>Composition skills: composing melodies with use of passing notes and clear phrases. Composing an appropriate accompaniment.</p>	<p>Key word glossary. Reading processes used to follow notation.</p> <p>Tier 3 Musical phrases Key signatures Scales Primary chords Passing notes</p> <p>Tier 2 Perform Compose Structure</p>
<p>Year 9 Spring 1 & 2</p> <p>18 lessons (+/-)</p>	<p>Reggae Students learn about the context and defining features of Reggae music. They perform Reggae songs to discover the stylistic features of Reggae and trace some of these back to the historical context seen in the Blues.</p> <p>Students work with familiar composition processes and explore how these can be applied with</p>	<p>Ensemble Performance of Three Little Birds</p> <p>Reggae composition – interim</p> <p>Reggae composition – Final</p> <p>End of topic listening test</p>	<p>Theory/Listening tasks to consolidate learning.</p>	<p>Topic PPT Yr 9 Music booklet Sheet Music Class/students' instruments Practice rooms</p> <p>PCs + musescore</p> <p>Teaching gadget/Edpuzzle</p>	<p>Have an awareness of the social, political and religious aspect of Reggae music. Know of Bob Marley as a pioneer of this style.</p> <p>Origins of Reggae: Jamaica – mix of mento, African features (via Slave Trade), big band Jazz (from US)</p> <p>Features of Reggae: Slow tempo, relaxed feel, off beat 'chopped' chords, prominent riff based bass line, syncopation, band with horn section, organ, extra percussion and pop song structure.</p> <p>Theory: Primary triads, offbeat and syncopated rhythms, passing notes.</p> <p>Use of musescore notation software.</p> <p>Effective rehearsal skills: Working on a brief, listening and responding to others, constructive contributions, resilience, reflecting on progress, refining ideas.</p>	<p>Key word glossary. Reading processes used to follow notation.</p> <p>Tier 3 Syncopation Riffs Chord inversions</p> <p>Tier 2 Perform Compose Notate</p>

	different stylistic choices to create a totally different genre of music. They compose their own Reggae song.				Practice strategies: Setting aim, focus on specific aspect of technique, working in chunks, repeating, slower tempo, reflecting on progress.	
6 lessons (+/-)	Performance development (ensemble skills) <i>1 lesson per fortnight</i>	Verbal FAR	Regular practice	Practice rooms Dept./student instruments Computers/Bandlab Sheet music (RSL/ABRSM/Musescore)	Appropriate piece/song selected for development. Know and apply some effective practice strategies: Setting aim, focus on specific aspect of technique, working in chunks, repeating, slower tempo, reflecting on progress. Ensemble skills: listening, cooperating, team work, resilience, leading.	Reading processes used to follow notation. Tier 3 Ensemble Notation Dynamics Articulation Tempo Tier 2 Rehearse Expression Timing Balance
Year 9 Summer 1 6 lessons (+/-)	Music Sequencing Students will learn to use a DAW (BandLab edu/Garageband) to create a sequenced performance. They will apply knowledge of notation in a new context involving step input, live input and the midi editor. They will learn to control and manipulate the expressive qualities of music through the use of effects and functions within the DAW	Sequenced performance – interim Sequenced performance – final Listening & Appraising	Listening & Appraising – comparison style question. Theory – reverb vs echo vs delay infographic Perf: bandlab at home Listening & Appraising: Identifying effects Keywords: A DAW helpsheet	Topic PPT Yr 9 Music booklet Sheet music/scores. PCs/MACs Bandlab education/Garageband MIDI keyboards Earphones	Development of music creation in recent times. Culture of music making for non-traditional musicians. Digital world. Use of DAW: Adding tracks, selecting instruments, step input, midi editor, piano roll, volume control / balance, panning, track control, duplicate track, copy and paste, snipping, joining, looping, arrangement track, master controls and effects. Context of music creation through DAW and musicians known for this method. Notation: Converting stave notation to piano roll	Tier 3 MIDI Panning Piano roll EQ Tier 2 Arrange Input Edit

2 lessons	Performance development (ensemble skills) <i>1 lesson per fortnight</i>	Verbal FAR	Regular practice	Practice rooms Dept./student instruments Computers/Bandlab Sheet music (RSL/ABRSM/Musescore)	Appropriate piece/song selected for development. Know and apply some effective practice strategies: Setting aim, focus on specific aspect of technique, working in chunks, repeating, slower tempo, reflecting on progress. Ensemble skills: listening, cooperating, team work, resilience, leading.	Reading processes used to follow notation. Tier 3 Ensemble Notation Dynamics Articulation Tempo Tier 2 Rehearse Expression Timing Balance
Year 9 Summer 2 12 lessons (+/-)	Song writing Students learn how to compose a chord progression and melody to create an original piece of music in a typical popular music style. They learn a range of approaches to composition. This includes minor / major chords, diatonic, suspended, 7th chords and inversions, structure, and instrumentation.	Original composition (FAR interim and AofL final piece)	Generating further ideas. Edpuzzle linked to composition technique advice/tips Composition exercise Listening & Appraising	Topic PPT Yr 9 Music booklet Students own instruments / dept instruments PCs/MAC books/Bandlab/Garageband/USB Mics/headphones Practice rooms	Instrumentation skills as mentioned previously for piano, ukulele, guitar, etc (and student's own instruments as appropriate) Understanding how to compose a chord progression using primary, and secondary chords/ How to compose a suitable melody using notes of the key, passing tones. Understanding keys and key signatures. Understanding conventional structures such as verse/chorus form, bridges, middle 8, 32-bar form, etc Western Pop music – range of songwriters	Tier 3 Harmony Diatonic Primary chords Secondary chords Inversions Melody & Accompaniment Tier 2 Improvise Structure Compose Lyrics

4 lessons (+/-)	Performance development (ensemble skills) <i>1 lesson per fortnight</i>	Verbal FAR	Regular practice	Practice rooms Dept./student instruments Computers/Bandlab Sheet music (RSL/ABRSM/Musescore)	Appropriate piece/song selected for development. Know and apply some effective practice strategies: Setting aim, focus on specific aspect of technique, working in chunks, repeating, slower tempo, reflecting on progress. Ensemble skills: listening, cooperating, team work, resilience, leading.	Reading processes used to follow notation. Tier 3 Ensemble Notation Dynamics Articulation Tempo Tier 2 Rehearse Expression Timing Balance
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