

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	<p>Triplets</p> <p>Students will start their Y9 journey by studying triplet rhythms and their effect on music. Students will learn and perform the main theme to 'Star Wars' as a class.</p> <p>Students will then study 'Mars, the bringer of war'.</p> <p>Following on from this, students will compose their own version of 'Mars, the Bringer of War', utilising the triplet rhythms.</p>	<p>Whole class performance</p> <p>Development composition</p>	<p>Theory Tasks</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</p>	<p>Historical context of 'Mars, the Bringer of War' and programme music.</p> <p>Ground Bass – Use of an Ostinato. Note durations – as year 8 plus dotted notes/rests and triplets.</p> <p>Features of development: Different key, tempo, dynamics, rhythmic augmentation/diminution, inversion & retrograde.</p> <p>Key composers + performance contexts. Students can name some composers and explain how programme 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</p> <p>Reading processes used to follow notation</p> <p>Tier 3 Time signature Triplets Melodic sequence</p> <p>Tier 2 Development Perform</p>
Year 9 Autumn 2	<p>Compound Time Signatures</p> <p>Students will develop their knowledge of time signatures by studying compound time signatures with a focus on 6/8.</p>	<p>Solo or ensemble performance</p> <p>Development composition</p>	<p>Theory Tasks</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>Teaching gadget</p>	<p>Western Pop music – range of songwriters</p> <p>Students understand how to fluently read treble and bass clef notation as well as common musical symbols including repeat marks, 1st and 2nd endings, key signatures, time signatures, tempo and dynamic markings.</p> <p>Students understand the difference between simple and compound time signatures and can identify them both on sheet music and by ear.</p>	<p>Key word glossary</p> <p>Reading processes used to follow notation</p> <p>Tier 3 Musical phrases Time signatures Simple & compound Block/broken chord pattern</p>

	<p>Students will learn a piece of music in 6/8 time.</p> <p>Following on from this, students will compose an accompaniment in a 6/8 time signature.</p>				Students can use these features within their composing work.	<p>Tier 2 Perform Development Structure</p>
Year 9 Spring 1	<p>Production Skills</p> <p>Students develop their DAW knowledge by learning about production skills.</p> <p>Students will learn about audio editing techniques and complete a series of tasks to edit audio tracks such as slicing, trimming, double-tracking, panning, reverb, delay and chorus.</p>	Solo completed audio project	<p>Theory Tasks</p> <p>Key words</p> <p>Listening and appraising</p>	<p>Topic PPT</p> <p>Yr 9 Music booklet</p> <p>Sheet Music</p> <p>Macs + GarageBand</p> <p>Teaching gadget</p>	<p>Understanding how to use more advanced DAW features, including: Automation (volume and panning), stereo field, different FX (e.g. reverb, delay), MIDI editing / arrangement for different instrumentation.</p> <p>Know and apply audio editing techniques such as slicing, sibilance, plosives, compression, EQ, reverb, delay and chorus.</p>	<p>Key word glossary</p> <p>Reading processes used to follow notation</p> <p>Tier 3 Automation Panning Reverb Delay Chorus Compression EQ</p> <p>Tier 2 Sequencing Editing</p>

Year 9 Spring 2	Brit Pop Students learn about Brit Pop and its influence not only musically but also culturally. Students will learn about the music war between Oasis and Blur and will decide whose team are they on. Students will be in bands and learn a famous Brit Pop song of the time.	Ensemble performance	Theory Tasks Key words Listening and appraising	Topic PPT Yr 9 Music booklet Students own instruments / dept instruments	Instrumentation skills as mentioned previously for piano, ukulele, guitar, etc (and student's own instruments as appropriate) Group rehearsing and arranging skills: Working creatively within a brief, listening and responding to others, constructive contributions, resilience, reflecting on progress, refining ideas. Following lead sheets and instrument specific notation Range of artists and musical influences of Brit Pop	Tier 3 Lead sheets Tablature Chord sequence Melody Tier 2 Listening Resilience Collaborate
Year 9 Summer 1	Song Writing part 1 Students learn the first steps in writing a melody and chords for a piece of music. Students will learn how to compose a chord pattern using major and minor chords and subsequently, how to write a melody based on their chosen chord pattern.	Solo composition of a chord pattern Solo composition of a melody	Theory Tasks Key words Listening and appraising	Keyboards Dept./student instruments Computers/GarageBand	Development of music creation in recent times. Digital world. Understanding how to compose major and minor chords from harmonising a major scale. Harmony composition: Major chords, minor chords, major scale, harmonisation, triads, harmonic rhythm. Understanding how to compose a melody using the notes form the chords. Melodic composition: Main notes, passing notes, auxiliary notes, melodic feature, AABA melodic structure. Understanding conventional structures such as verse/chorus form, bridges, middle 8, 32-bar form, etc	Reading processes used to follow notation Tier 3 Chords Scale Harmonisation Harmonic Rhythm Passing Notes Auxiliary Notes Tier 2 Composing Notation Sheet Music

Year 9 Summer 2	Song Writing part 2 Students will develop their melody and chords by adding in other instruments to create a bigger piece of music. Students will research their style of music to influence their choice of additional instruments.	Completed piece of music in a recognised style/genre	Theory Tasks Key words Listening and appraising Research of chosen style	Topic PPT Yr 9 Music booklet Work from Summer 1 MACs/GarageBand MIDI keyboards Earphones	Development of music creation in recent times. Digital world. Harmony composition: Major chords, minor chords, major scale, harmonisation, triads, harmonic rhythm. Melodic composition: Main notes, passing notes, auxiliary notes, melodic feature, AABA melodic structure. Understanding conventional structures such as verse/chorus form, bridges, middle 8, 32-bar form, etc	Reading processes used to follow notation Tier 3 Chords Scale Harmonisation Harmonic Rhythm Passing Notes Auxiliary Notes Tier 2 Composing Notation Sheet Music
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