

Year 9 Music Curriculum Rationale

In Year 9, students will experience a wide range of music through the key skills of Performing, Composing and Appraising building on the learning from Years 7 and 8. Chords and Bass lines, New Directions Film and Popular music requires students not only to develop skills in accuracy, creating original ideas and analysing but also crucial skills for life. Aspects of GCSE Music work are introduced as well. Confidence, empathy, collaboration, risk taking, and automaticity are nurtured and developed through Year 9 music enabling students to build upon previous musical experiences. A practical approach is adopted with the theoretical side used in tandem to ensure the development and extension of both.

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning, enrichment, <i>and recommended reading</i>
Term 1 – Chords and Bass Lines Skills: Composing, Performing, Appraising Paired work. 7 lessons	Reviewing chords and chord construction through the 12 Bar Blues. Major and minor versions played with added notes introduced. Students then compose their own chord sequences based on standard song progressions. Bass lines are discussed leading to the final composition task.	The review of chords and the Blues progression leads to major, minor, and added note versions. The application of chords in well-known songs leads to looking at rhythm, bass lines and the composition of a chord progression with choosing standard, or less standard, approaches.	Low stakes assessment: performing the Blues progressions. End of Unit assessment – Composition of 4 or more chords including major, minor, and added note chords. Evaluation task – reflect on both the processes and the final piece and highlight potential areas for improvement (DIRT sheet, peer feedback and final presentation.	Literacy focus on technical words and application in composing. Oracy explaining intentions and ideas.	ACPs Realising Creating Speed and accuracy. Automaticity. VAAs Collaborative working, , Risk taking, Practice.	Listening to chord sequences in a range of music.

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Term 2 - New Directions Skills: Composing, Performing, Appraising Individual paired or small group work. 7 lessons	Historical aspects of the 20th Century discussed to lead into reasons for drastic musical change. Serialism, Expressionism, dissonance, and atonality introduced and experimented with leading to composition tasks.	20 th Century contexts established followed by atonality and serialism. Students understand rules of serialism and compose prime rows, retrogrades and chordal clusters to create a piece. Expressionism is introduced leading to the composition of an emotionally descriptive piece.	End of Unit Assessment tasks – Serial Composition Expressionist composition. Evaluation task – reflect on both the processes and the final pieces and highlight potential areas for improvement (DIRT sheet, student feedback to teacher and final performance)	Reading and recognising notes, notation and note patterns. Also technical terms.	ACPs Creating Realising Strategy planning, connection finding, Accuracy, Precision VAAs Collaborative working, Enquiring, Open minded, Risk taking, perseverance.	Understanding the historical contexts of the century and the impacts on musical approaches.
Terms 3. Film Music Skills: Appraising, Composing. 7 lessons.	Introduction of film music and its extension from T.V themes in Year 8. The history and development of the genre considered from silent films to talkies.	The concept and different genres of film music are explored with an overview of its history. Title and incidental music appraised with short composition tasks.	Low stakes: appraising examples of film music and short title and incidental music composition tasks.	Linking music and film genres. Written appraisal.	ACPs Strategy planning, seeing alternative perspectives, Automaticity, Accuracy, Precision, Originality VAAs Collaborative, confident, Risk taking, resilient.	Listening to different film music genres, title, and incidental music.

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Term 4 Film Music Skills: Composing, performing, Appraising Elements of Music 6 lessons	Longer film clips considered and how the music enhances them. Character ideas introduced with leitmotif an intrinsic aspect.	Students are introduced to music representing characters following onto the idea of leitmotif. James Bond films discussed with examples performed. A film clip from a Bond film set as the assessed composition piece.	Assessment task – Composition of Bond film clip piece. Evaluation task – reflect on both the processes and the final piece and highlight potential areas for improvement (DIRT sheet, peer feedback and final performance.)	Written planning of composition task. Notation of piece.	ACPs Strategy planning, imagination, intellectual confidence, originality. VAAs Collaborative working, creative and enterprising, perseverance, Confidence	Listening to examples of music from Bond films.
Term 5 Pop Performance Skills: Performing, Appraising Ensemble work 7 lessons	Genres of Popular music appraised with stylistic traits discussed. Blues and chords reviewed, and a song learned in separate parts and then in an ensemble leading to a performance.	The range of popular music styles discussed with examples listened to and appraised. Chords and 12 Bar Blues reviewed leading to the introduction of a Blues-based song. Students choose parts they wish to perform, learn those, and then rehearse as a group.	Low stakes assessment – Pop genres and songs appraised. Individual parts learned each lesson. Assessment – presentation of song as a group. Evaluation task – reflect on both the processes and the final piece and highlight potential areas for	Written and oral appraisal. Reading and recognising notes.	ACPs Realising Strategy planning, imagination, accuracy, precision, intellectual confidence, originality. VAAs Collaborative working, creative and enterprising, perseverance, Confidence.	Listening to the set song to learn parts, recognise ensemble and performance skills.

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		Performance techniques are considered leading to a final performance.	improvement (DIRT sheet, peer feedback and final performance.)			
Term 6 Pop choice Skills: Performing, Composing, Appraising. Individual or collaborative work. 7 Lessons	Students choose an area to specialise in studying the techniques required to produce performing, composing, or appraising work.	Students choose their own specialism, including composing, performing in a selected genre.	Assessment – Evaluation task – Presentation of chosen performance or composition and reflection on own development (DIRT sheet, peer feedback and final performance).	Written appraisal work. Reading notes, rhythms, musical patterns as appropriate.	ACPs Realising imagination, accuracy, precision, intellectual confidence, originality. VAAs Collaborative working, creative and enterprising, perseverance, Confidence.	Listening to different music appropriate to their chosen genre.