

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	Focus ACP and VAA development:	Home learning enrichment, and recommended reading
<p>Term 1 – Chords and Bass Lines Skills: Composing, Performing, Appraising Paired work. 7 lessons</p>	<p>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.</p>	<p>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.</p>	<p>Low stakes assessment: performing the Blues progressions. End of Unit assessment – Composition of 4 or more chords including major, minor, and added note chords.</p> <p>Evaluation task – reflect on both the processes and the final piece and highlight potential areas for improvement (DIRT</p>	<p>Literacy focus on technical words and application in composing. Oracy explaining intentions and ideas.</p>	<p>ACPs Realising Creating Speed and accuracy. Automaticity.</p> <p>VAA Collaborative working, Risk taking, Practice.</p>	<p>Listening to chord sequences in a range of music.</p>

			sheet, peer feedback and final presentation.			
<p>Term 2 - Chords and Bass Lines Skills: Composing, Performing, Appraising Paired work. 7 lessons</p>	<p>Bass lines are introduced, discussed and examples performed. This leads to the composition of a bass line linking the chord sequence composed in Term 1. task.</p>	<p>Building on Term 1, bass lines are considered as the basis of songs. Students learn to play examples including music such as soul, musicals and hip-hop to illustrate the range. On reviewing the chords of Term 1, bass lines are constructed whatever the complexity, or otherwise, of the chord sequence. Students choose to compose and present acoustically or using music technology.</p>	<p>Low stakes assessment: performing the Bass lines.</p> <p>End of Unit assessment – Composition of bass line to link 4 or more chords composed earlier.</p> <p>Evaluation task – reflect on both the processes and the final piece and highlight potential areas for improvement (DIRT sheet, peer feedback and final presentation.</p>	<p>Literacy focus on technical words and application in composing.</p> <p>Oracy explaining intentions and ideas.</p>	<p>ACPs Realising Creating Speed and accuracy. Automaticity.</p> <p>VAAs Collaborative working, Risk taking, Practice.</p>	<p>Listening to bass lines in a range of music.</p>

<p>Term 3. New Directions Skills: Composing, Performing, Appraising Individual paired or small group work. 7 lessons</p>	<p>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.</p>	<p>20th 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.</p>	<p>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)</p>	<p>Reading and recognising notes, notation and note patterns. Also technical terms.</p>	<p>ACPs Creating Realising Strategy planning, connection finding, Accuracy, Precision</p> <p>VAAAs Collaborative working, Enquiring, Open minded, Risk taking, perseverance.</p>	<p>Understanding the historical contexts of the century and the impacts on musical approaches.</p>
<p>Term 4 Pop Performance Skills: Performing, Appraising Ensemble work 7 lessons</p>	<p>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.</p>	<p>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</p>	<p>Low stakes assessment – Pop genres and songs appraised. Individual parts learned each lesson.</p> <p>Assessment – presentation of song as a group.</p>	<p>Written appraisal of songs. Studying and Discussing song lyrics. Musical notation.</p>	<p>ACPs Realising Strategy planning, imagination, accuracy, precision, intellectual confidence, originality.</p> <p>VAAAs Collaborative working, creative</p>	<p>Listening to the set song to learn parts, recognise ensemble and performance skills.</p>

		perform, learn those, and then rehearse as a group. Performance techniques are considered leading to a final performance.	Evaluation task – reflect on both the processes and the final piece and highlight potential areas for improvement (DIRT sheet, peer feedback and final performance.)		and enterprising, perseverance, Confidence.	
<p>Term 5 Film Music Skills: Appraising, Composing. 7 lessons.</p>	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.
<p>Term 6 Film Music Skills: Composing, performing,</p>	Longer film clips considered and how the music enhances them. Character	Students are introduced to music representing characters following	Assessment task – Composition of Bond film clip piece.	Written planning of composition task. Notation of piece	ACPs Strategy planning, imagination, intellectual	Listening to examples of music from Bond films.

<p> Appraising Elements of Music 6 lessons </p>	<p>ideas introduced with leitmotif an intrinsic aspect.</p>	<p>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.</p>	<p>Evaluation task – reflect on both the processes and the final piece and highlight potential areas for improvement (DIRT sheet, peer feedback and final performance.)</p>		<p>confidence, originality.</p> <p>VAs</p> <p>Collaborative working, creative and enterprising, perseverance, Confidence</p>	
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