Learning Aims and Curriculum Intent:

The Year 9 curriculum in 2023-24 caters for students who have chosen to continue the subject beyond Year 8. Almost all students have individual Music lessons and have completed graded exams; most are expected to continue Music at GCSE level. We aim broaden students' knowledge of different genres further, but with a heavier emphasis on composition, a more rigorous approach to learning about the characteristics of different genres, and an expectation that all students will be working hard on their solo instruments and contributing to co-curricular Music. Students will continue to perform and compose with control of the Elements of Music (Melody, Articulation, Dynamics, Texture, Structure, Melody, Instruments, Time/Tempo, Harmony). Composition skills will include melody-writing, exploring accompanimental textures, expanding musical structures and exploring Music Technology. As well as providing a secure grounding for GCSE Music, we aim to foster a love of Music and music-making which will encourage involvement in co-curricular Music.

Term	Content, Key Questions and Knowledge	Skills	Assessment
Michaelmas	**Ground Bass:** **To perform and compose music <u>stylistically</u> (Baroque) with control and expression using the elements of music** • Simple key signatures, relative major/minor • Note durations, intervals • Time signatures: 2/4 ¾, 4/4, 6/8 • Tonic/dominant, diatonic/chromatic • Harmony/non-harmony notes • Dissonance, consonance, • Conjunct, disjunct, sequence, imitation • Canon, ground bass • Articulation: pizz/arco • Features of **Baroque** music • Ground Bass **Theme and Variations:** **To perform and compose music <u>stylistically</u> (Classical) with control and expression using the elements of music** • Simple key signatures, relative major/minor • Note durations, intervals • Time signatures: 4/4, ¾, 6/8 • Tonic/dominant, diatonic/chromatic • Harmony/non-harmony notes • Dissonance, consonance, • Conjunct, disjunct, sequence, imitation • Articulation: pizz/arco • Features of **Classical** and **Romantic** music • Theme and Variations Form	**Ground Bass** Students will develop skills in **ensemble** performing and composing **stylistically** (with technology) in a Baroque/Baroque Fusion style Students will continue to develop melodic (Do – Do with chromatic) and rhythmic dictation skills (Regular, on-beat, rests, simple off-beat and dotted) **Theme and Variations** Students will develop skills in **ensemble** performing and composing **stylistically** (with technology) in a Classical/Classical Fusion style Students will continue to develop melodic (Do – Do with chromatic) and rhythmic dictation skills (Regular, on-beat, rests, simple off-beat and dotted)	**Ground Bass** **COMPOSING:** Technical Control and Developing musical ideas *Controlling the **elements of music**, demonstrating appropriate **melody**, **harmony**, and **texture to** effectively to meet intentions* ==***TASK: GROUND BASS COMPOSITION***== **LISTENING:** Appraising music with correct vocabulary **Theme and Variations** **COMPOSING:** Technical Control and Developing musical ideas *Controlling the **elements of music**, demonstrating appropriate **melody**, **harmony**, and **texture to** effectively to meet intentions* ==***TASK: SURPRISE SYMPHONY ARRANGEMENT***== **LISTENING:** Appraising music with correct vocabulary

Lent	**Film Music:** **To compose using <u>technology</u> to exploit and control the elements of music** • Ostinato • Note durations, intervals • Leitmotifs, diegetic, non-diegetic • Mickey-mousing, conventions • Sound effects and synthesised sounds • Synchronising audio and video • Pedals, drones, ostinato, chromatic/diatonic, consonant/dissonant • Pp-ff, lento-presto, staccato/legato, bpm • Articulation: pizz/arco, **accents** **Pop Music 2:** **To perform and compose <u>stylistically</u> with control and expression using the elements of music** • Note durations, intervals • Ostinato, riffs, hooks • Verse/chorus structures • Chord and lead-sheet reading • Riffs and hooks • Stock chord progressions • Four-to-the-floor • Offbeat and double speed hi hats, drum fills • MIDI and audio recording including other program specific functions (quantize, panning, automation etc…)	Film Music: Students will develop skills in **ensemble** performing and composing **stylistically** (with technology) using a sequencer to compose **leitmotifs** and **soundtracks** Students will continue to develop melodic (Do – Do with chromatic) and rhythmic dictation skills (Regular, on-beat, rests, syncopated and dotted) Pop Music 2: Students will develop skills in **ensemble** performing (including singing), and composing **stylistically** (live *and* with technology) in Popular Music styles Students will continue to develop melodic (Do – Do with chromatic) and rhythmic dictation skills (Regular, on-beat, rests, syncopated and dotted)	Film Music: **COMPOSING:** Technical Control and Expression and Developing musical ideas *Controlling the **elements of music**, demonstrating appropriate **dynamics**, **melody**, **harmony**, **texture** and **technology** effectively to meet intentions* ==***TASK: INTERSTELLAR SCENE COMPOSITION***== **LISTENING:** Appraising music with correct vocabulary Pop Music 2: **COMPOSING:** Technical Control and Expression and Developing musical ideas *Controlling the **elements of music**, demonstrating appropriate **dynamics**, **texture** and **technology** effectively to meet intentions* ==***TASK: SHAPE OF YOU ARRANGMENT***== **LISTENING:** Appraising music with correct vocabulary
Trinity	**Revision for End of Year Exams** To recap on previous units of work in preparation for end of year assessment **Afro Cuban Music:** **To perform stylistically with control and expression using the elements of music** • Polyrhythms, syncopation • Montuno • Non-Western instruments (timbres)	 Afro-Cuban Music: Students will develop skills in **ensemble** performing **stylistically**	 Afro-Cuban Music: ==**TASK**: *Perform as an ensemble in an Afro-Cuban style.*==

Examples of Homework	Students are often asked to complete short listening exercises putting into practice technical vocabulary learned in class. This will often require them to re-frame their knowledge in the context of an unfamiliar piece of Music. Other HW tasks are more open-ended, requiring them to rehearse for a class performance, for example.
Key terminology	Elements of Music (Melody, Articulation, Dynamics, Texture, Structure, Harmony, Instruments, Rhythm, Time/Tempo). There are many other technical terms covered but all fall under one of these Elements. Music Tech also introduces another realm of vocabulary, such as mixing, quantising, automation, studio effects.
Super-curricular enrichment and scholarly extension	• **Read**: 1001 Albums You Must Hear Before You Die: Updated for 2021 : Dimery, Robert: Amazon.co.uk: Books • 1001 Classical Recordings You Must Hear Before You Die: Amazon.co.uk: Rye, Matthew: 9781844035793: Books • **Watch**: The BBC Proms on iPlayer • **Listen**: To anything and everything! • **Visit**: Central London concert venues; Forest performances
Useful websites	Spotify and YouTube playlists; BBC Bitesize; online notation and DAW software
Who can I contact?	**Head of Department** — Sam Jackson **Teachers** — Luis Pares, Paul Axford, Nick Marie, Sophie Taylor-Denton, Liam Gray