

## Music Curriculum: Year 9

Year 9		HT1	HT2	HT3	HT4	HT5	HT6
<b>Music</b>	<b>Topic</b>	<b>Soundtracks</b> Music designed for film		<b>Video Game Music</b> Music designed for video games		<b>Ensemble Skills</b> Pop music – creating own song	
	<b>Why this and why now?</b>	This unit of work follows on from the Year 7 elements of music tasks and Year 8 descriptive music schemes of learning. Students will develop and understanding of how music supports and enhances the action on screen. How film music themes developed from silent movies and became influenced by media/merchandise with the use of Film Theme tunes. Students will improve on their skills by using music technology, introducing DAW software, enabling multi layered performances.		This unit of work follows on from the soundtrack unit. Students will develop an understand of how music reflects character traits (superhero characters use of brass/major chords, SuperMario who jumps on boxes etc. has a leaping and melody) and learn to play this music developing their performance and compositional skills. Students will improve on their skills by using music technology, introducing DAW software, enabling multi layered performances.		Following on from the yr7 and yr8 ensemble skills unit, students will learn how to create their own ‘pop’ song for developing skills in performing/working in a group/band creating an ensemble performance.	
	<b>What is the essential knowledge that needs to be remembered?</b>	How to manipulate the elements of music in composition. How to manipulate musical techniques in a composition. How character themes are described /changed using the elements of music. Being able to describe both of these when listening to music. Understanding of how to notate musical ideas. How music can be used to enhance an image.		To know what makes a character motif/melody successful. How to manipulate the elements of music in composition. How to manipulate musical techniques in a composition. How character themes are described /changed using the elements of music. Being able to describe both of these when listening to music. Understanding of how to notate musical ideas.		How to compose and develop a riff and bass line How to compose and develop a chord sequence How to compose music for multiple instruments How to fit different rhythms together How to construct their how melody and lyrics How to compose within a defined structure How to develop music in different sections using the elements and musical techniques	
	<b>What is the assessment intent and how will you assess?</b>	To be able to perform and compose music which manipulates the elements of music and musical techniques which describe a character.  Tbat perform a range of film music motifs which are assessed based on a success criteria of key skills.  The work will be assessed throughout the lessons using a log with feedback and a formal assessment when students perform to each other as well as a listening test on the elements of music and techniques.		To be able to perform a range of character motifs which are assessed based on a success criteria of key skills.  To be able to perform and compose music which manipulates the elements of music and musical techniques which describe a game character.  The work will be assessed throughout the lessons using a log with feedback and a formal assessment when students perform to each other as well as a listening test on the elements of music and techniques.		To be able to work successfully as a group developing compositional and instrumental/practical skills  To be able to read write and perform music on a range of instruments.  Assessed in a group performance based on a success criteria of key skills, structure and development, as well as a listening test on the elements.	
	<b>What should the end point look like?</b>	1 film theme performance which demonstrates a range of performance related skills. 1 creative composition which has successfully used a range of elements of music and musical techniques.		1 character theme performance which demonstrates a range of performance related skills. 1 creative composition which has successfully used a range of elements of music and musical techniques.		A successful performance using a range of popular instruments of an original composition which includes a: introduction, verse, chorus, bridge and ending, as well as development for higher ability students	
	<b>How does it cover the NC</b>	“understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations”  “to create and compose music on their own and with others”  “play and perform confidently”  “improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions”		“understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations”  “to create and compose music on their own and with others”  “play and perform confidently”  “improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions”		“perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians”  “improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions”  “learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument”  “understand and explore how music is created, produced and communicated, including through the inter-related	

		<p>"identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices"</p> <p>"Listen with increasing discrimination to a wide range of music from great composers and musicians"</p> <p>"Develop a deepening understanding of the music that they perform and to which they listen, and its history."</p>	<p>"identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices"</p> <p>"Listen with increasing discrimination to a wide range of music from great composers and musicians"</p> <p>"Develop a deepening understanding of the music that they perform and to which they listen, and its history"</p>	<p>dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations."</p> <p>"to create and compose music on their own and with others"</p> <p>"play and perform confidently"</p>
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