

# Year 9 Music Curriculum

Year 9		HT1	HT2	HT3	HT4	HT5	HT6
Performing Arts	<b>Topic</b>	<b>Performance Skills Rock &amp; Pop pt. 1</b>	<b>Sequencing Skills Film Music</b>	<b>Performance Skills Rock &amp; Pop pt. 2</b>	<b>Composition Skills Hip Hop</b>	<b>Ensemble Skills 20<sup>th</sup> Century Music</b>	<b>Ensemble Skills 21<sup>st</sup> Century Music</b>
	<b>Why this and why now?</b>	Furthering from the History of Music unit in Y8, students will learn to play and perform iconic Rock and Pop songs like Bohemian Rhapsody and Hit me Baby One More Time. Students will be playing the keyboards and singing during this unit. Students will be reading sheet music and perform these pieces during lesson time.	This unit develops students learning from previous years' composition units, with a focus on Film. Students will learn about the development of Soundtracks and sequence different leit motifs from blockbuster films like Harry Potter and Star Wars.	Following on from Rock & Pop pt1, students will continue to learn and perform iconic Rock and Pop songs, for example Blinding Lights and I Love Rock n Roll. Students will be playing the keyboards and singing during this unit. Students will be reading sheet music and perform these pieces during lesson time.	Students will learn about the history of Hip Hop music and what genres it inspired. Students will compose their own beats and learn how to write their own raps. Students will use a DAW (Ableton) to compose their beats and work in groups and independently to compose their lyrics/ raps.	Students put together knowledge and skills learned so far on notation and group work to produce covers of songs from the 20 <sup>th</sup> Century.  Students will be able to develop their skills on ukuleles, guitars, and vocals.	Students put together knowledge and skills learned so far on notation and group work to produce covers of songs from the 20 <sup>th</sup> Century.  Students will be able to develop their skills on ukuleles, guitars, and vocals. Students will have the opportunity to set up a PA system in lesson, which is beneficial for any students who are interested in 'Live Sound.'
	<b>What is the essential knowledge that needs to be remembered?</b>	<ul style="list-style-type: none"> <li>Read basic notation</li> <li>Playing keyboards with both hands</li> <li>Performing in time with a steady beat</li> <li>Structure</li> <li>Performing different rhythms</li> <li>Singing with confidence</li> </ul>	<ul style="list-style-type: none"> <li>How to manipulate the elements of music</li> <li>Why soundtracks were made</li> <li>The elements of music (pitch, dynamics, timbre, duration, tempo, texture)</li> </ul>	<ul style="list-style-type: none"> <li>Read basic notation</li> <li>Playing keyboards with both hands</li> <li>Performing in time with a steady beat</li> <li>Structure</li> <li>Performing different rhythms</li> <li>Singing with confidence</li> </ul>	<ul style="list-style-type: none"> <li>Composing basslines</li> <li>Composing chords</li> <li>Composing drumbeats</li> <li>Composing lyrics</li> <li>How to manipulate the elements of music</li> <li>How to input notes into a DAW</li> <li>How to add effects to</li> </ul>	<ul style="list-style-type: none"> <li>Playing as part of an ensemble</li> <li>Playing in time with other musicians</li> <li>Creating a balance between instruments</li> <li>Reading notation, chord boxes and TAB</li> <li>Playing chords that have sharps/ flats in them</li> </ul>	<ul style="list-style-type: none"> <li>Playing as part of an ensemble</li> <li>Playing in time with other musicians</li> <li>Creating a balance between instruments</li> <li>Reading notation, chord boxes and TAB</li> <li>Playing chords that have sharps/ flats in them</li> </ul>

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				instruments on a DAW		<ul style="list-style-type: none"> <li>How to use an amplifier/ PA system</li> </ul>
<b>What is the assessment intent and how will you assess?</b>	Formal assessment will take place at the end of the scheme of work. Pupils will rehearse, perform, and evaluate a performance piece showcasing the key skills taught throughout the half-term. Pupils will be given an assessment booklet to record all 6 formal performance assessments throughout the academic year. Pupils will use these recordings to improve what they know and what they can do.	Formal assessment will take place at the end of the scheme of work. Pupils will rehearse, perform, and evaluate a performance piece showcasing the key skills taught throughout the half-term. Pupils will be given an assessment booklet to record all 6 formal performance assessments throughout the academic year. Pupils will use these recordings to improve what they know and what they can do.	Formal assessment will take place at the end of the scheme of work. Pupils will rehearse, perform, and evaluate a performance piece showcasing the key skills taught throughout the half-term. Pupils will be given an assessment booklet to record all 6 formal performance assessments throughout the academic year. Pupils will use these recordings to improve what they know and what they can do.	Formal assessment will take place at the end of the scheme of work. Pupils will rehearse, perform, and evaluate a performance piece showcasing the key skills taught throughout the half-term. Pupils will be given an assessment booklet to record all 6 formal performance assessments throughout the academic year. Pupils will use these recordings to improve what they know and what they can do.	Formal assessment will take place at the end of the scheme of work. Pupils will rehearse, perform, and evaluate a performance piece showcasing the key skills taught throughout the half-term. Pupils will be given an assessment booklet to record all 6 formal performance assessments throughout the academic year. Pupils will use these recordings to improve what they know and what they can do.	Formal assessment will take place at the end of the scheme of work. Pupils will rehearse, perform, and evaluate a performance piece showcasing the key skills taught throughout the half-term. Pupils will be given an assessment booklet to record all 6 formal performance assessments throughout the academic year. Pupils will use these recordings to improve what they know and what they can do.
<b>What does the end point look like?</b>	The unit of work will end with a practical performance assessment. The assessment is designed to allow pupils to showcase skills taught throughout the unit. Pupils will evaluate their performance using self and peer assessment responding to our department focus of rehearse-perform-evaluate. Teacher verbal and written feedback will also be provided to celebrate learning and aid further progress going forward.	The unit of work will end with a practical performance assessment. The assessment is designed to allow pupils to showcase skills taught throughout the unit. Pupils will evaluate their performance using self and peer assessment responding to our department focus of rehearse-perform-evaluate. Teacher verbal and written feedback will also be provided to celebrate learning and aid further progress going forward.	The unit of work will end with a practical performance assessment. The assessment is designed to allow pupils to showcase skills taught throughout the unit. Pupils will evaluate their performance using self and peer assessment responding to our department focus of rehearse-perform-evaluate. Teacher verbal and written feedback will also be provided to celebrate learning and aid further progress going forward.	The unit of work will end with a practical performance assessment. The assessment is designed to allow pupils to showcase skills taught throughout the unit. Pupils will evaluate their performance using self and peer assessment responding to our department focus of rehearse-perform-evaluate. Teacher verbal and written feedback will also be provided to celebrate learning and aid further progress going forward.	The unit of work will end with a practical performance assessment. The assessment is designed to allow pupils to showcase skills taught throughout the unit. Pupils will evaluate their performance using self and peer assessment responding to our department focus of rehearse-perform-evaluate. Teacher verbal and written feedback will also be provided to celebrate learning and aid further progress going forward.	The unit of work will end with a practical performance assessment. The assessment is designed to allow pupils to showcase skills taught throughout the unit. Pupils will evaluate their performance using self and peer assessment responding to our department focus of rehearse-perform-evaluate. Teacher verbal and written feedback will also be provided to celebrate learning and aid further progress going forward.

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	<p><b>How does it cover the NC?</b></p>	<p>The National curriculum states all students should “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”</p> <p>“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.”</p> <p>“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, use technology appropriately and have the opportunity to progress to the next level of musical excellence.”</p> <p>“Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression”</p>	<p>The National curriculum states all students should “perform, 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	<p>“Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions”</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>“Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions”</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>“Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions”</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>“Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions”</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>“Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions”</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>“Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions”</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>
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