

## What are the aims and intentions of this curriculum?

The Y9 Music curriculum prepares students for their GCSE Areas of Study in Y10. Students develop their existing skills in performance, composition and appraising music through a variety of topics designed to engage, inspire and challenge. Opportunities are created to allow students to explore music more creatively in workshop style sessions, often with external practitioners, culminating in whole school or community based projects.

Term	Topics	Knowledge covered	Skills developed	Assessment
Autumn 1	<b>Wider Listening Elements update</b>	Knowledge of instruments & ensembles Consolidate knowledge of the elements of music through appraising and composing Pitch, melody, dynamics, structure, texture, rhythm, instruments, genre, harmony, tonality	Aural instrument recognition DR TIGHTS specialist terminology	<b>Performance:</b> solo <b>Listening &amp; Appraising:</b> mini tests on elements of music <b>Composition:</b> bitesize techniques
Autumn 2	<b>Minimalist Music</b>	Ostinato, loops, augmentation, phase shift, polyrhythm, repetition, motif Context of minimalist music & composers	Perform from a given score in minimalists style - whole class ensemble Compose using minimalists techniques	<b>Performance:</b> classroom ensemble <b>Listening &amp; appraising:</b> mini tests on topic <b>Composition:</b> bitesize techniques
Spring 1	<b>Pop Music</b>	Knowledge of how typical instruments used in pop music and a consideration of the technological advancements affecting musical creativity Learn about the styles and genres of music from 1950's to modern day	Ensemble performance Compositional techniques to include chords sequences, cadences, writing lyrics, verse/chorus structure, middle 8 & how to write for specific common pop instruments	<b>Performance:</b> classroom ensemble <b>Listening &amp; appraising:</b> mini tests on topic <b>Composition:</b> bitesize techniques
Spring 2	<b>Soundtracks</b>	Use of leitmotif in film music Scales, chords, diatonic, chromatic, tonality How the elements of music help create specific moods Case study of J Williams, D Elfman, E Morricone	score analysis Compositional techniques focussing on how to utilise sonority/texture/tonality to suit character and mood	<b>Performance:</b> classroom ensemble <b>Listening &amp; appraising:</b> mini tests on topic <b>Composition:</b> bitesize techniques
Summer 1	<b>Jazz</b>	Knowledge of the beginnings of jazz including rhythm & blues and it's development Improvisation, blues scales, modes, typical jazz ensemble instrumentation, big band jazz to incorporate swing rhythms	Perform jazz classics as part of a classroom ensemble, explore the idea of improvisation Identify a variety of instruments along with associated techniques & devices Aurally identify different subgenres of jazz Develop compositional skills, modes, blues scale	<b>Performance:</b> classroom ensemble <b>Listening &amp; appraising:</b> mini tests on topic <b>Composition:</b> bitesize techniques
	<b>Musicals</b>	Learn about the history & developments of the elements of a musical	Score analysis of structure, chords, melody, elements of music & how they help deliver context, story	Listening & Appraising tests Compositional techniques