



## Music

### Intent

In Year 9 the aim is to allow students to make decisions on classroom instruments which they may want to specialise their performance skills on. As in Year 8 key knowledge and skills are revisited constantly, resulting in a spiral curriculum which means that students' technical skills and musical knowledge are embedded so that students who do not have private music tuition are still able to see music as a viable GCSE subject whilst challenging students whose performance abilities on specific instruments may be further embedded. Once again, the 3 disciplines of performing (singing and playing), composing, listening and appraising which underpins all music are covered in a way so that students understand that they do not exist in isolation.

Year 9	Unit 1 Cool Britannia Sep - Dec	Unit 2 Songwriting Jan – Apr	Unit 3 School of Rock Apr - July
<b>Knowledge</b> (facts, information, concepts and key terminology)	<ul style="list-style-type: none"> <li>Recapping on treble clef, bass clef and tab notation</li> <li>Recapping on chord symbols</li> <li>Following lead sheets</li> <li>Key signatures</li> </ul>	<ul style="list-style-type: none"> <li>Reinforcing treble and bass clef notation</li> <li>Major and minor triads</li> <li>Cadences</li> <li>Chord progressions</li> <li>Structures used in pop music</li> </ul>	<ul style="list-style-type: none"> <li>Reinforcing treble clef, bass clef &amp; tab notation</li> </ul>
<b>Understanding</b> (ability to connect and synthesise knowledge within a context)	<ul style="list-style-type: none"> <li>Development of British pop music</li> <li>Knowledge of key popular styles and British bands from the 60s – 90s</li> <li>How we consume music has changed dramatically</li> </ul>	<ul style="list-style-type: none"> <li>Writing a song using structural devices and effective chord progressions</li> </ul>	<ul style="list-style-type: none"> <li>Applying knowledge developed from Year 7 to perform a song of their choice</li> </ul>
<b>Skills</b> (successful application of knowledge and understanding to a specific task)	<ul style="list-style-type: none"> <li>Riffs on keyboards, ukuleles and guitars</li> <li>Playing chord progressions on keyboards or ukulele or guitars using the correct technique for that instrument</li> <li>Performing as part of an ensemble</li> </ul>	<ul style="list-style-type: none"> <li>Composing chord progressions</li> <li>Improvising and devising riffs to accompany chord progressions</li> <li>Instrument specific technique</li> </ul>	<ul style="list-style-type: none"> <li>Correct technique when singing or playing on their choice of instrument</li> <li>Instrument specific technique</li> </ul>
<b>Formal Assessments</b> (those done by all/vast majority of the cohort)	<ul style="list-style-type: none"> <li>Ensemble performance of 'Wonderwall', choosing their own part within the performance</li> </ul>	<ul style="list-style-type: none"> <li>Composition of a basic song structure</li> </ul>	<ul style="list-style-type: none"> <li>End of year listening assessment</li> </ul>
<p>By the end of the year students on course for at least a grade 5 will perform a melody and chords on a keyboard or other instrument using the correct technique; compose simple, repetitive ideas; develop their initial ideas; respond to a composition brief; compose a coherent chord progression within a key using recognised structural devices; recognise the sounds of orchestral and pop instruments; describe the dynamics, tempo, tonality, melody, texture and mood of music using correct terminology; be able to read the notes of the treble clef, bass clef and tab notation.</p>			