

Year 9 Curriculum Overview [2022-2023]

Subject – Music

Term	Knowledge & Understanding			Literacy Skills [Tier 3 vocabulary]	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [includes understanding of KEY concepts & scheme sequencing]	Formal Retrieval [if any]			
HT1	<p>Topic: Blues Music – <i>I Need a Dollar</i></p> <p>Melody</p> <p>Structure</p>	<ul style="list-style-type: none"> ✓ To understand the various musical features associated with Blues music ✓ To explore how Blues music has developed over time ✓ Exploring the history associated with Blues Music ✓ Identifying the key features of Blues music ✓ Performing a Blues inspired composition that makes use of the studied features ✓ Performing 'I Need A Dollar' with a focus on 12 Bar Blues 	<p>Contextual Understanding Aural Question</p> <p>Chord Recognition – 7th chords (aural)</p>	<p>Melody</p> <p>Scale</p> <p>Structure</p> <p>Pentatonic</p> <p>Blue Notes</p> <p>12 Bar Blues</p> <p>7th Chords</p> <p>Improvisation</p> <p>Call & Response</p> <p>Scat Singing</p>	<p>Transferable Skills</p> <p>Creativity</p> <p>Music Careers</p> <p>Composer</p> <p>Music Journalist</p> <p>Music Historian</p> <p>Performer</p>	<p>Assessment point 1</p> <p>Technical development assessment based around a piano/keyboard performance of '<i>I Need a Dollar</i>'</p> <p>What comes next →</p> <p>Exploration of popular music based around instrumentation. Students will being to look at open guitar chords</p>
HT2	<p>Topic: Popular Music – <i>The Guitar</i></p> <p>Harmony</p> <p>Rhythm (Duration)</p>	<ul style="list-style-type: none"> ✓ To understand the various musical features associated with Pop music ✓ To explore how Pop music has developed over time ✓ To start looking at guitar skills ✓ Using the guitar to perform a 4 chord progression with fluency 	<p>Rhythmic Dictation</p> <p>Treble Clef Pitch Recognition</p> <p>Time Signature Recognition (aural)</p>	<p>Harmony</p> <p>Duration</p> <p>Structure –Verse, Bridge, Middle 8, Chorus</p> <p>Instrumentation</p> <p>Chord Sequence</p> <p>Guitar Techniques</p>	<p>Transferable Skills</p> <p>Resilience</p> <p>Music Careers</p> <p>Session Musician</p> <p>Accompanist</p> <p>Teacher</p>	<p>Assessment point 2</p> <p>Technical development assessment based the performance of a 4 chord guitar sequence</p> <p>What comes next →</p> <p>Sequencing using relevant software (DAW)</p>

<p>HT3</p>	<p>Topic: Sequencing – MIDI <i>input</i></p> <p>Instrumentation (sonority)</p> <p>Structure</p>	<ul style="list-style-type: none"> ✓ To understand the various musical features associated with sequenced music ✓ To explore DAW software developing skills acquired in Y8 ✓ To work more on MIDI editing and mixing ✓ Exploring the functionality of DAW Software (Develop from Y8) ✓ Identifying the key features of contemporary sequencing ✓ Compose an arranged piece of music that makes use of audio and MIDI ✓ Edit and add effects to the final mix 	<p>Instrument Recognition (aural)</p> <p>Texture Recognition (aural)</p>	<p>Instrumentation</p> <p>Structure</p> <p>DAW Software</p> <p>Region</p> <p>Automation</p> <p>Effects</p> <p>Reverb</p> <p>Fader</p> <p>MIDI</p> <p>FX</p> <p>Signal Processing</p>	<p>Transferable Skills</p> <p>Problem Solving</p> <p>Music Careers</p> <p>Radio DJ</p> <p>Music Therapist</p> <p>Producer</p>	<p>Assessment point 3</p> <p>Compositional application assessment based around sequencing a piece of popular music using a DAW</p> <p>What comes next →</p> <p>Rock Music with a focus on riffs, hooks and motifs</p>
<p>HT4</p>	<p>Topic: Rock Music – <i>Smoke on The Water</i></p> <p>Instrumentation (sonority)</p> <p>Melody</p>	<ul style="list-style-type: none"> ✓ To understand the various musical features associated with Rock music ✓ To explore how Rock music has developed over time ✓ To perform a famous piece of Rock music (guitar/piano/vocal etc.) ✓ Exploring the history associated with Rock music ✓ Identifying the key features of rock music ✓ Performing a rock inspired piece that makes use of the studied features ✓ Performing ‘Sweet Child ‘O’ Mine’, ‘Seven Nation Army’ or ‘Smoke on the Water’ 	<p>Rhythmic Dictation</p> <p>Treble Clef Pitch Recognition</p>	<p>Melody</p> <p>Timbre (sonority)</p> <p>Instrumentation</p> <p>Pentatonic</p> <p>Improvisation</p> <p>Riff</p> <p>Hook</p> <p>Distortion</p> <p>Amplification</p> <p>Reverb</p> <p>Guitar Techniques</p>	<p>Transferable Skills</p> <p>Teamwork</p> <p>Music Careers</p> <p>Producer</p> <p>Arranger</p> <p>Music Critic</p>	<p>Assessment point 4</p> <p>Technical development assessment based around a guitar/piano/vocal performance of ‘Smoke on the Water’</p> <p>What comes next →</p> <p>Exploration of Reggae Music based around stylistic features.</p> <p>Students will continue to look at open guitar chords and how to use them in this musical style.</p>

<p>HT5</p>	<p>Topic: Reggae Music – 3 <i>Little Birds / I Shot the Sheriff</i></p> <p>Harmony</p> <p>Rhythm (Duration)</p>	<ul style="list-style-type: none"> ✓ To understand the various musical features associated with Reggae music ✓ To explore how Reggae music has developed over time ✓ To further develop guitar skills within this unit through performance ✓ Exploring the history associated with Reggae Music ✓ Identifying the key features of Reggae music ✓ Performing Bob Marley’s ‘3 Little Birds’ or ‘I Shot the Sheriff’ 	<p>Time Signature Recognition (aural)</p> <p>Contextual Understanding Aural Question</p>	<p>Duration</p> <p>Harmony</p> <p>Bubble</p> <p>Skank</p> <p>Syncopation</p> <p>Bass</p> <p>Tightened Snare</p> <p>Ska</p> <p>Calypso</p> <p>Rocksteady</p> <p>Rastafarianism</p> <p>Kingston</p>	<p>Transferable Skills</p> <p>Listening</p> <p>Music Careers</p> <p>Vocal Teacher</p> <p>Arranger</p> <p>Instrument Maker</p>	<p>Assessment point 5</p> <p>Technical development assessment based around a guitar/piano/vocal performance of ‘3 Little Birds’</p> <p>What comes next →</p> <p>Popular music topic that is used to bring together musical understanding from the KS3 music curriculum through a speaking & listening assessment.</p>
<p>HT6</p>	<p>Topic: Popular Music – The Beatles / Speaking & Listening</p> <p>Instrumentation (sonority)</p> <p>Structure</p>	<ul style="list-style-type: none"> ✓ Exploring the history associated with Pop British Pop Music (The Beatles) ✓ Identifying the key features of Pop music (as looked at previously in Y9) ✓ Completing a presentation about a pop artist ✓ Students will research the artist and be assessed on their speaking & listening skills ✓ Contextual understanding will be essential to be successful in the task ✓ Knowledge from the entire KS3 curriculum will be required 	<p>Instrument Recognition (aural)</p> <p>Texture Recognition (aural)</p>	<p>Context</p> <p>Awards</p> <p>Musical Analysis</p> <p>Instrumentation</p> <p>Musical Structure: strophic, verse-chorus</p> <p>Time Signatures</p> <p>Texture: Melody & accompaniment</p> <p>Harmony: Chord types and sequences</p>	<p>Transferable Skills</p> <p>Problem Solving</p> <p>Music Careers</p> <p>Radio DJ</p> <p>Music Therapist</p> <p>Music Historian</p>	<p>Assessment point 6</p> <p>Summative aural assessment to be used as an evaluative tool prior to year 10 curriculum commencement.</p> <p>Speaking & listening assessment based around Popular music (links to literacy and oracy).</p> <p>END OF Y9 CURRICULUM</p>