



Curriculum Overview

Year 9 – Music 2021-2022

Rationale for Year 9 Music

In Year 9, the curriculum continues to provide the students with the understanding and development of the key musical concepts, which will underpin further study of Music at GCSE Level. Students study a range of topics linked to pop music and the media. The students start the year with the focus on whole class work, this moves onto individual and paired work in preparation for the way they would be studying the subject in KS4. This will also help the students to develop and build their confidence in both performing and composing. Students will engage both practically and theoretically in their Music lessons, continuing to develop their musical skills and techniques that they have built throughout Year 7 and 8. Assessments in Year 9 will be both formal and summative, and the students will be expected to engage regularly with verbal, self and peer assessment during each topic.

The Year 9 SOW is currently being looked at to improve the way the topics link into GCSE Music, the focus and delivery of the programme. This will enable student transition to be more fluid and be more prepared for the GCSE strands of learning. The students will also explore the Spiritual, Moral, Social and Cultural relating to music and these areas have been linked to the topics studied across the year.

What will students learn and why?

Students currently learn the following:

Music Listening Comparison - students will be listening to music from a range of different composers and in different styles and compare in detail, how each piece uses the Musical Elements. This task helps the students to develop their understanding of how these elements can be used in more depth. This is in preparation for the analytical style work that is done in GCSE for the Listening Component.

Stand By Me – this is a whole class performance project. The purpose of this project is to allow the students to develop their skills more independently and to bring together the skills and techniques they have learned throughout KS3. The performances are filmed and Year 9 watch the performances of all the classes and vote for the performance that displayed the musical elements successfully. The overall project is peer marked.

Group Performance of a Pop Song – Focus on Riffs – the students choose a song to perform in their own style with the focus being on the riffs in the song. This allows students to focus more intently on their keyboard skills. Students will be expected to draw upon the skills they used in the previous topic. The marking for this topic draws on a range of skills that are required for performing and composing at GCSE level.

Dance Music – students learn about a range of different Dance styles and genres. They will be looking at the historic elements and how the styles have evolved. Students will work in groups to prepare a performance focusing on the Dance Riffs used in EDM. **Individual Performance** (this runs alongside Dance Music for homework) - using the skills and techniques for performing, independent learning, from the class project, students' move on to an individual performance. Students will be using their TECH knowledge to perform, record and upload their solos.

Music and the Movies – this topic looks at how music is used in films. Students study how music was first used in films and the background of the development of music in films. They will learn about Leitmotifs for characters. This links directly into GCSE Composition as well as analysing the music for the listening part of the GCSE. For this topic students work towards performing the themes from James Bond.

KS3 Assessment Listening Exam (Solo Performance uploaded separately) that will take place in the Summer term (Both are based on the GCSE Music). The solo performance is marked using a criteria similar to the GCSE marking scheme for students wishing to take GCSE Music.

Rap – students will look at the historical context of Rap and how it is related to issues, including social, political, gangs. They will study how Raps are written and the importance of the musical elements that are used to create raps.

How will students learn?

The sequence of topics are listed in the previous box.

Stand by Me – the students study the background history of the song Stand by Me. Through group tasks focusing on the Musical Elements. The task focuses on the students being leaders and being able to arrange, rehearse and perform their own version of the song. All performances are filmed and Year 9s watch all the performances, discuss WWW and EBI. Using marking criteria the students peer assessed the class whose performance fulfil the criteria.

Performing a Pop Song/Riffs – the students will do a group performance. Using the previous topic as a guideline the students will need to think about the elements they should include and what makes a good performance to both the listener and the performer. Using guidelines from the GCSE Marking criteria as part of the assessment students are encouraged to track their progress and self-evaluate their work through the topic.

Dance Music – students study a range of styles from Dub to EDM, looking at a range of musicians in this genre. They will go on to perform a Dance Riff, including all the different elements of the song as a group. **Individual Performance (Same time as Dance Music)** – this topic is designed to help the students to improve their solo performance skills as well as their confidence. Each student prepares a 90 sec performance on either an instrument or voice. Emphasis of the performance is place on preparation. The marking criteria used based on the GCSE mark scheme.

James Bond – students research and study composers of film music across a timeline, so that they can track and recognise how music in films has evolved and developed in different ways (intro of electronic music). Students will work in either individually or in pairs to perform the James Bond themes. The work is differentiated enabling all students to progress. Assessment includes targeted questioning – I do we do you do – retrieving – modelling. Students will also research how music was played live at film screenings, and the history of cinemas.

KS3 Assessment – Formal Assessment on both Listening/Theory and Solo/Group Performance. Students will upload their recording of their performance which will be marked according to GSCE style criteria. The listening test is presented in a similar style to the GCSE exam, which require the students to demonstrate their theoretical knowledge of what they have learned throughout KS3.

Rap – students will look at how Raps are compared to poems. They will look at a range of artists and also how raps vary across geographical areas. Students will write their own raps using Lyrical Tricks and rhythmic beats.

How will students be assessed?

In each topic, the students have either a formative or a summative assessment. The assessments are colour coded in line with the school's system. Purple, Green, Yellow, Red. (Assessments still include Light green as well). The students record their colours/marks in the front of their booklets so that they can track their progress. In each of the topics the students also complete an evaluation. This allows the students to set appropriate targets to track their progression. EBIs are set at the end of each topic. Students do a listening assessment, using GCSE style question that is used to track their theory knowledge, around May and a solo performance around the same time.

What is the aim for learners by the end of the year in comparison to the previous year?

By the end of Year 9, students will have developed their skills and knowledge in solo/group performing as well as developing their understanding of composing music for characters, building/creating an atmosphere and understanding how music developed throughout films, games, TV and Raps. All students will have developed their skills and techniques to perform and compose using form, harmony, leitmotif and countermelody. Students will be challenged to demonstrate their skills in notation. Students will have studied different composers across a historical period/genre to add to those already learned in Years 7 and 8. Students will be able to discuss music using appropriate language and be able to identify the key features and devices in the music performed and listened to.