

Music

Year 9 Curriculum

ASPIRE – ENDEAVOUR - SUCCEED

Threshold concepts

- *(the understanding that underpins the learning of new content within this subject and year)*

Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness, and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.

Within the music curriculum it is our intention to promote the National Curriculum content to:

- play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- Use relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- identify and use the interrelated dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.
- Listen with increasing discrimination to a wide range of music from great composers and musicians
- Develop a deepening understanding of the music that they perform and to which they listen, and its history.

Subject knowledge

- *(the specific knowledge that you expect students to learn throughout the year)*

Performance

- To perform more challenging keyboard repertoire with both hands providing both melody & either chords/bassline in time and from notation
- To perform vocally in an ensemble setting combining harmonic layers of sound
- To perform in an ensemble setting taking initiative to develop the overall performance and suggesting ways to structure works more effectively
- To perform chordal patterns on either a guitar or ukulele following tab notation and chord charts that use a variety of strumming patterns and in time with a click track
- To practise performance work independently, planning practise time appropriately and with the ability to lead ensemble skills.

Composition

- You will create, refine and record an extended composition based on a stimulus of rhythms from around the world.
- How to compose a Rock and Roll style performance combining stylistic features of the Rock and roll genre
- To create an extended composition using music technology in the style of a UK Rap beat, combining audio sources from original MIDI data to outsourcing audio stems to create a unique mix based on a given stimulus.

Listening & Appraising

- Provide meaningful feedback in order to refine and improve work
- To justify why composers have chosen certain musical devices and structures to fulfil a given role in the music.
- To identify compositional devices within an extract of music and describe their purpose.

- Use of appropriate musical terminology when justifying composers' intentions.
- To listen to examples of Popular music from different moments/places, and distinguish each Musical style.
- To comment on the relationship between music and its cultural context.

Sequence of learning

- *(prior knowledge that students are expected to possess from previous years and/or topics)*

The curriculum is structured based on the expectations from the National Curriculum of Music whilst purposefully embedding skills essential to the study of GCSE & A Level Music; key concepts and skills required by the end of these courses are fed down into schemes of work from Year 7 upwards. This is designed to raise expectations and standards from the start of Key Stage 3 and ensure that musical knowledge is being understood both practically and theoretically. Year 7, 8 and 9 will study various musical genres, (historical and cultural) and through these different cultures and styles will explore, develop and refine their musical skills. Each project will provide tasks built around subject specific skills, so that over the key stage students will continue to revisit these concepts enabling them to build and advance their knowledge and skill set further as the progress through the Key Stages.

Students in Year 9 receive three hours of music education per fortnight, which from Autumn 2 is split into two different projects. With two lessons being focused on a practical instrumental project and one lesson focussing on Music Technology and compositional skills. This is to provide more meaningful experiences into each area of study and allow for pupil's skills sets and confidence in their abilities to be highlighted before key stage four study.

- During Autumn 1, Year 9 undertake a holistic view of "Saharan sounds" investigating rhythmic devices commonly used within other cultures and the significance different pieces of music have amongst different cultural celebrations etc. All three lessons focus on this topic to give a large scope to the project where students experiment and improvise with devices such as all & response and polyrhythms before composing a rhythmic composition that demonstrates the use of the techniques within their own work.
- From Autumn 2 the music curriculum is split into practical projects and Music technology. The Music technology lessons will take one lesson a fortnight from now until the end of the spring term. This split happens here to allow for pupils to experience composition in a group before they need to attempt this in pairs/individuals to develop confidence in their skills, and also to allow for greater value in the topic of Autumn 1. From now until the end of the spring term, pupils will look at how they use a Digital Audio workstation to not only, create their own music but to manipulate existing audio into their work. Students will reflect on the use of DAW within year 8 and 9 but also now use audio stems to create an extended composition in a UK Rap beat style. They will have to utilise and develop their music tech skills previously acquired whilst also developing their ability to "beat match" and match up different audio sources to create a new remix to an existing vocal line.
- During the practical project on Autumn 2, pupils will reflect on their current keyboard playing ability gained throughout year 7 and 8 challenge this further by performing with two hands independently at the keyboard, and selecting a piece of suitable repertoire. The importance of warm ups within instrumental playing and developing specific instrumental technique will be focussed on to allow for a higher competence within performance ability and will be very student led with individual target setting each week and reflections on the progress being made.
- Throughout the Spring term, the focus is on expanding pupil's repertoire of styles and genres within Music. Spring 1 focusses on the development of Rock & Roll in the 1950s and the popular music features they are aware of now (Verse/Chorus structure) developed from this style. Pupils' prior knowledge of Blues Music will inform some of the early stylistic features and how these were adapted for a changing musical world and mainstream audiences. Pupils will experience creating their own work in this style and listen with increasing discrimination to identify musical features in existing works.
- In Spring 2, students will build on their contemporary musical listening, to listen to examples of Popular music from different moments/places, and distinguish each Musical style. This will build on prior knowledge of existing musical styles in previous topics, and with an increased listening focus developed in the last half term. They will be encouraged to make links between popular music genres and see where inspiration has been taken from other contemporary musical styles.

- During Summer 1 & 2, students will work within a small group to create a team working within the Music Industry. They will present a final portfolio of evidence incorporating different job roles within the Music industry and presenting a finished “band product”. This project encourages to take their strengths and interests from previous topics to be developed into their own Musical label, whilst identifying links between the music industry and how the work they have been creating could be marketed and presented within the music industry.

Cross-curricular knowledge

- *(the knowledge drawn from other subjects to support understanding of concepts)*

The extensive extra-curricular and co-curricular music programme enables and supports musicianship in students of varying abilities, giving opportunities for students to experience a wide variety of genres and musical ensembles. As well as all-inclusive ensembles for mixed ability students who want the enjoyment of performing with others and developing their musical skills, such as Choir, Musical theatre, Ukulele Group, Samba Band and Orchestra.

These ensembles are able to challenge the students and prepare them for further studies in the field. The annual School Production is another opportunity to stretch and challenge the students; by auditioning to be a member of the cast, where the expectation is that all cast members and musicians develop performance talent and professionalism. These clubs/events are not only to encourage enjoyment in the arts but also for students to learn about professional expectations and performance discipline.

Curriculum links to careers

- *(specific examples of lessons and/or units in which work related learning will be explicitly taught)*

VIP Derbyshire Charanga

- Cloud based software that allows students to compose within the classroom and continue their work at home.
- On completion of tracks, there is the option for pupils to receive feedback from VIP Charanga CEO, Max Wheeler, (Music Producer) with added opportunities to submit their work into county wide competitions.

Battle of the Bands Project

- Students are asked to view their work as a manufacturable music product. They have creative control in what they create but are working to a brief to create and produce work suitable to be promoted within the music industry.

Procedural knowledge

- *(the subject specific skills that students will need to learn in order to demonstrate their understanding of the subject knowledge)*

In line with the National curriculum & KS4 criteria the three core components that are addressed at KS3 are Performance, Composition and Listening & Appraising Music.

Vocal skills: leading Vocal warm ups, to understand the role of a master drummer and be able to lead in this way, to sing in two-part harmony

Keyboard skills: Inversion chords, performing swing rhythms, performing more challenging repertoire with 2 hands.

Staff notation: Reading notes in both treble and bass clef.

Guitar skills: Varying strumming patterns, interpreting chord boxes, reading TAB notation

Ukulele skills: Varying strumming patterns, interpreting chord boxes, reading TAB notation

Compositional skills: creating polyrhythms, call and response patterns, cyclic rhythms

Music technology: Use of sound effects and sampling, creating MIDI data, manipulating audio stems and sampling found sounds.

