

Year 9 music curriculum intent statement 2022-2023

Students gain skills and knowledge in 3 areas of music - Performing, Composing and Listening

Performing: We aim for all performances to be

- Fluent
- Accurate
- Confident

Composing: We aim for students to

- Work together collaboratively
- Explore and create musical ideas, using a variety of musical elements
- Compose in a range of style

Listening: We aim for students to

- Recognize the musical elements in any music studied
- Identify key features of musical styles studied
- Use an increasing range of musical vocabulary to accurately describe the music they hear.

Year 9 Units:

Unit 1 – Blues

Unit 2 – Song Writing

Unit 3 – Free choice performance

Unit 4 – Composing 8 bar melodies using passing notes

Unit 5 - GCSE Composing using a visual stimulus

Unit 6 – Film Music Composing and Performing

Curriculum Unit Overview

MUSIC Year 9 Unit 1 – Blues

What are we learning?	What knowledge, understanding and skills will we gain? ¹	What does mastery look like? ²	How does this build on prior learning? ³	What additional resources are available?
<p>What is Blues music? What is its origin? Cross curricular links with history and the slave trade. What musical features are used in blues music?</p> <p>Key features to include</p> <p>Listening to Blues music and identifying key features</p> <p>Blues scale, blue notes and improvisation and instruments</p> <p>Blues performance,</p>	<p>Knowledge: What is Blues? Key features of the style including key terminology definitions. How to create a blues performance and develop improvisation skills.</p> <p>Understanding: How to create a successful improvisation based on a blues scale. How the 12-bar blues chord sequence and walking bassline link together. Performing with both hands.</p> <p>Skills: Working collaboratively; working independently; confidence; Resilience/Perseverance; Developing performing and composing skills (improvisation)</p>	<ul style="list-style-type: none"> • Fluent and accurate performance of blues chords and walking bass • Using notes of blues scale to create effective improvisation • Using more than one octave for improvisation • Using an extended range of rhythms • Clear structure used in composition 	<p>3.1 Performing confidently Year 8 units 1-7</p> <p>3.2 Improvise and compose Year 8 units 1, 2, 4, 7</p> <p>3.3 Staff and other musical notations. Year 8 units 1, 3, 5, 6, 7.</p> <p>3.4 Devel of listening skills to use in practical (blues scales). Yr 8 units 1-7.</p> <p>3.5 Appreciation and development of listening skills (wide range of styles/composers /musicians and traditions). Year 8 units 2-7</p> <p>3.6 History of music understanding Year 8 units 2, 4, 6, 7</p>	<p>YouTube blues videos</p> <p>YouTube Improvisation videos</p> <p>BBC Bitesize Blues</p> <p>Videos on Teams of a step by step process of Blues stages</p> <p>A wide range of differentiated performance pieces are available for students who have prior knowledge and experience in keyboard/piano performing.</p>

MUSIC Year 9 Unit 2 – Song Writing

What are we learning?	What knowledge, understanding and skills will we gain? ⁴	What does mastery look like? ⁵	How does this build on prior learning? ⁶	What additional resources are available?
<p>How to write and structure a song</p> <p>Key features to include</p> <p>Song structure</p> <p>Lyric writing</p> <p>Chord structure</p> <p>Melody writing</p> <p>Vocal techniques</p> <p>Developing listening skills through identifying features of songs</p>	<p>Knowledge: How to structure a song. How to write lyrics. How to create a chord sequence and melody that will harmonize correctly. Definitions of vocal techniques. How to develop musical ideas in a composition using the elements of music.</p> <p>Understanding: Demonstrating knowledge through practical composition. Understanding how to create a successful song based on given criteria.</p> <p>Skills: Working collaboratively; confidence; Resilience/Perseverance; Developing performing and composing skills</p>	<ul style="list-style-type: none"> • Clear and effective structure to composition • Different melody for verse and chorus • Bridge – with contrasting musical material • Sung vocal melody • Chords fit with the vocal melody • Development of musical ideas (rather than relying on repetition) 	<p>3.1 Performing confidently Year 8 units 1-7</p> <p>3.2 Improvise and compose Year 8 units 1,2,4,7</p> <p>3.3 Staff and other musical notations Yr 8 units 1,3,5,6,7</p> <p>3.4 Development of listening skills to use in practical Year 8 units 1,2,4,5,6,7</p> <p>3.5 Appreciation and development of listening skills (wide range of styles/composers /musicians and traditions) Year 8 units 2-7</p> <p>3.6 History of music Year 8 units 2, 4, 6, 7</p>	<p>BBC bitesize – how to compose a song</p> <p>YouTube examples of songs</p> <p>Previous student examples</p> <p>Chord charts for guitar and keyboard</p>

MUSIC Year 9 Unit 3 – Free choice performance (GCSE linked)

What are we learning?	What knowledge, understanding and skills will we gain? ⁷	What does mastery look like? ⁸	How does this build on prior learning? ⁹	What additional resources are available?
<p>Developing fluent performance skills.</p> <p>Key features to include</p> <p>Understanding the requirements of the GCSE Music course</p> <p>Using the GCSE mark scheme to mark performances</p> <p>Ability to select a suitable choice of performance piece</p>	<p>Knowledge: How GCSE performances are marked and assessed. What do you need to do at GCSE to attain the highest grades?</p> <p>Understanding: Apply the criteria to the chosen performance piece to get the best possible mark.</p> <p>Skills: Working independently; confidence; Resilience/Perseverance; Developing performing and composing skills.</p>	<ul style="list-style-type: none"> • A fluent performance on chosen instrument or voice • Expressive performance including dynamics, shaping and style • Demonstrating confidence in performing to others • Choosing a suitably challenging piece and not choosing the “easy” option 	<p>3.1 Performing confidently Year 8 units 1-7</p> <p>3.3 Staff and other musical notations Year 8 units 1,3,5,6,7</p> <p>3.4 Development of listening skills to use in practical Year 8 units 1,2,4,5,6,7</p> <p>3.5 Appreciation and development of listening skills (wide range of styles/composers /musicians and traditions) Year 8 units 2-7</p>	<p>A wide range of sheet music available in the department and online</p> <p>YouTube performances of all pieces</p> <p>Previous student examples</p>

MUSIC Year 9 Unit 4 – Composing 8 bar melodies using passing notes

What are we learning?	What knowledge, understanding and skills will we gain? ¹⁰	What does mastery look like? ¹¹	How does this build on prior learning? ¹²	What additional resources are available?
<p>What is a passing note? How can this be added to a melody?</p> <p>Key features include</p> <p>Revision on melody writing using chords</p> <p>Create a melody over a chord sequence using passing notes</p> <p>Notate melody in Sibelius</p>	<p>Knowledge: What is a passing note? How is this written and performed?</p> <p>Understanding: Accurately using passing notes within a melody based on chords</p> <p>Skills: Working independently; confidence; Resilience/Perseverance; Developing performing and composing skills</p>	<ul style="list-style-type: none"> • Accurate melody written using passing notes • Able to spot errors in a melody and explaining why • Demonstrating confidence in performing to the class • Using Sibelius accurately to notate melody • Using wider range of chords to develop extended melody 	<p>3.1 Performing confidently Year 8 units 1-7</p> <p>3.2 Improvise and compose Year 8 units 1,2,4,7</p> <p>3.3 Staff and other musical notations Year 8 units 1,3,5,6,7</p> <p>3.4 Development of listening skills to use in practical Year 8 units 1,2,4,5,6,7</p> <p>3.5 Appreciation and development of listening skills (wide range of styles/composers /musicians and traditions) Year 8 units 2-7</p> <p>3.6 History of music understanding Year 8 units 2,4,6,7</p>	<p>Department examples</p> <p>Focus on Sound</p> <p>Sibelius tutorial</p>

MUSIC Year 9 Unit 5 – GCSE Composing using a visual stimulus

What are we learning?	What knowledge, understanding and skills will we gain? ¹³	What does mastery look like? ¹⁴	How does this build on prior learning? ¹⁵	What additional resources are available?
<p>How to compose a piece of music to match a visual image</p> <p>Key features to include</p> <p>Using musical elements and compositional devices in a practical way through composition. How changes in pitch, tempo, dynamics, timbre and texture can create different effects.</p>	<p>Knowledge: Know how to use the musical elements and compositional devices to create an atmospheric piece of music.</p> <p>Understanding: Accurate creation of composition to represent the visual image using a range of elements</p> <p>Skills: Working collaboratively with others. Resilience; Confidence; Developing composing skills and techniques.</p>	<ul style="list-style-type: none"> • Clear musical ideas that match the visual image chosen • Excellent use of musical elements and compositional devices • Effective use of timbre for desired effects • Development of musical ideas (rather than relying on repetition) 	<p>3.1 Performing confidently Year 8 units 1-7</p> <p>3.2 Improvise and compose Year 8 units 1,2,4,7</p> <p>3.4 Development of listening skills to use in practical Year 8 units 1-7</p> <p>3.5 Appreciation and development of listening skills (wide range of styles/composers /musicians and traditions) Year 8 units 2-7</p> <p>3.6 History of music understanding Year 8 units 2,4,6,7</p>	<p>GCSE textbook – chapter on creating music to a given stimulus</p> <p>BBC Bitesize – how to compose tutorial</p> <p>Previous student examples</p>

MUSIC Year 9 Unit 6 – Film Music Composing and Performing

What are we learning?	What knowledge, understanding and skills will we gain?¹⁶	What does mastery look like?¹⁷	How does this build on prior learning?¹⁸	What additional resources are available?
<p>How to compose music for a film extract.</p> <p>Key features include</p> <p>How to use a cue sheet to match timings and musical ideas</p> <p>How to use the musical elements to create effective music matching the action</p>	<p>Knowledge: Know how to use the musical elements and compositional devices to create an atmospheric piece of music.</p> <p>Understanding: Accurate creation of composition to represent the visual image using a range of elements</p> <p>Skills: Working collaboratively with others. Resilience; Confidence; Developing composing skills and techniques.</p>	<ul style="list-style-type: none"> • Clear musical ideas that are suitable for chosen extract • Excellent use of musical elements to create appropriate atmosphere • Effective use of timbre for desired effects • Development of musical ideas (rather than relying on repetition) 	<p>3.2 Improvise and compose Year 8 units 1,2,4,7</p> <p>3.4 Development of listening skills to use in practical Year 8 units 1-7</p> <p>3.5 Appreciation and development of listening skills (wide range of styles/composers /musicians and traditions) Year 8 units 2-7</p>	<p>GCSE textbook on composing film music</p> <p>OCR specific videos on YouTube</p> <p>Previous student examples</p>