

Programme of study for Year 9 Music

Autumn (1 st term)	Autumn (2 nd term)	Spring (1 st term)	Spring (2 nd Term)	Summer (1 st term)	Summer (2 nd term)
<p>The Basics Treble & Bass Clef Note Durations Following a Score Major and Minor Scales Key Signatures Time Signatures Counting the beat</p> <p>Composition Drum Grooves Chord Sequences Bass Lines Melody</p> <p>Skills: Music Theory Composition Performing</p>	<p>Musical Elements: Texture Dynamics Timbre Instrumentation Tonality / Harmony Rhythm</p> <p>Composition Drum Grooves Broken Chords Bass Lines Melody, Riffs / Hooks Structure</p> <p>Skills Music Theory Listening & Appraising Composition Performing</p>	<p>Blues and Jazz Music: History of Blues and Jazz 12-Bar Chord Sequences 7th Chords Blues scale Extended Chords Walking Bass lines</p> <p>Composition 6/8 drum beats Improvisation Bass lines Lyrics</p> <p>Skills Music Theory Listening & Appraising Composition Performing Improvising</p>	<p>Samba Em Preludio Samba & Bossa Nova Instrumentation Structure Melody Tonality / Harmony Rhythm / Dynamics</p> <p>Composition Chord Voicings Inversions</p> <p>Skills Music Theory Listening & Appraising Composition Performing Answering structured questions</p>	<p>Conventions of Pop Music Rock Music Hip-hop Music Modern Drum Beats Reggae Minimalism</p> <p>Composition Varying chord sequences Varying drum patterns Structure / Sense of direction Texture Rock Music</p> <p>Skills Music Theory Listening & Appraising Composing in Different Styles Performing Answering structured questions</p>	<p>Vocal Music – Killer Queen Stylistic features Instrumentation Structure Melody Tonality / Harmony Rhythm / Dynamics</p> <p>Listening and Appraising Mock</p> <p>Final Composition Final Structures Build-ups Middle 8s Mixing Presentation</p> <p>Skills Music Theory Listening & Appraising Extended Writing Composition Performing Answering structured questions</p>
<p>Key Learning Outcomes:</p> <ul style="list-style-type: none"> To understand the basic Music Theory needed for KS4 To learn how to recognise and describe the elements of Music To learn how to create a compose compositions with different sections, drum beats, chords bass and melodies To practice regularly, rehearse and perform successfully 		<p>Key Learning Outcomes:</p> <ul style="list-style-type: none"> To recognise and discuss the main features of Blues, Jazz, Bossa nova and Samba music. To understand and analyse the main features of Samba Em Preludio To learn how to use the Blues scale to improvise and compose music To learn how to play extended chords and how to use them in composition To practice regularly, rehearse and perform successfully 		<p>Key Learning Outcomes:</p> <ul style="list-style-type: none"> To understand and analyse the main features of Killer Queen To be able to complete a stylish composition with different sections, chord sequences, varying textures, developed melodies and with a sense of direction To practice regularly, rehearse and perform successfully 	

<p>End of term 1 assessment to cover:</p> <ul style="list-style-type: none"> • Solo Performance 1 • Composition 1 • Basic Music Theory Test • Extended writing task on the musical elements 	<p>End of term 2 assessment to cover:</p> <ul style="list-style-type: none"> • Solo Performance 2 • Composition 2 • Samba Em Preludio structured questions • Musical Elements Test 	<p>End of year assessment to cover:</p> <ul style="list-style-type: none"> • Final Solo Performance • Final Composition • Final End of Year Test including Killer Queen and Samba Em Preludio
<p>Rationale:</p> <p>In the first half term students learn the basic theory they need to be successful in KS4 such as key signatures and note duration. This is the essential knowledge needed for accessing the course and taking the listening and appraising exam. In the second half term the students focus on the musical elements as this covers much of the important vocabulary they will need later in KS4 when analysing the set works.</p> <p>Students will develop the compositional skills they developed at key stage three. Students need to develop the basic building blocks of composition such as writing a chord sequences can grow into stylish composers.</p> <p>The students will attend peripatetic music lessons and regularly perform on their instruments to make sure they are progressing and enjoying the subject.</p>	<p>Rationale:</p> <p>The students study blues and jazz music in the first half term in order to fully understand the set work Samba Em Preludio. They will develop their knowledge of extended chords and scales. They will learn how to recognise the key features blues, samba and jazz. In the second half term the students will study their first set work in the GCSE, 'Samba Em Preludio.' The lessons are broken down to focus on a different musical element each week. Therefore, the students will be able to build up the knowledge on the piece of music over the course of the half term.</p> <p>The students will also be developing their compositional skills by integrating some of the ideas they have studied in blues and jazz music. For example, using extended chords, using 6/8 and improvising.</p> <p>Studying and playing blues music is an excellent way in which to improve musicianship. By learning how to improvise on the blues scale students can improve their technique and creativity on their respective instruments.</p>	<p>Rationale:</p> <p>Through the course of KS3 and the first two terms of year 9 students will have developed their ability to compose music and use Logic. Therefore, it is time for students to focus on composing in different genres of music and making sure their compositions have a sense of style. Therefore, the students will study how to compose different styles of popular music such as reggae, hip-hop and EDM music.</p> <p>In the final term the students will study their second set work Killer Queen. As this is a pop / rock genre it ties in well in to the styles of music the students have been composing in. The set work will be broken down into different musical elements so that the students can build up their knowledge of the music over the course of the term.</p> <p>At the end of the term the students will be assessed on three different areas to be given an overall grade. This is because the GCSE consists of 30% performance, 30% composition and 40% listening and appraising. Students will do a final solo performance in the studio. They will hand in a final year 9 composition. They will also sit a mock exam which will have questions from both of the set works they have studied as well as musical theory covered in the first term.</p>
<p>Home learning tasks will include:</p> <ul style="list-style-type: none"> • Regular instrumental practice • Preparing for performances • Attending peripatetic lessons • Attending an enrichment club • Working on compositions • Revising basic musical vocabulary • Musical notation tasks • Musical elements revision • Extended writing task on the musical elements 	<p>Home learning tasks will include:</p> <ul style="list-style-type: none"> • Regular practising • Preparing for performances • Attending peripatetic lessons • Attending an enrichment club • Samna Em Preludio revision • Writing tasks on Samba Em Preludio • Learning the Blues Scale • Working on compositions 	<p>Home learning tasks will include:</p> <ul style="list-style-type: none"> • Regular practising • Preparing for performances • Attending peripatetic lessons • Attending an enrichment club • Revision for the final exam • Writing tasks on Killer Queen • Extended writing on Killer Queen • Working on compositions
<p>Reading / literacy:</p> <p>Students will learn the basic musical vocabulary associated with musical notation in the first half term. For example, note duration such as crotchet, quaver and semi-quaver.</p>	<p>Reading / literacy:</p> <p>Students will learn the basic musical vocabulary associated with the blues and jazz in the first half term. For example, extended chords and improvisation.</p>	<p>Reading / literacy:</p> <p>Students will learn the basic musical vocabulary associated with the Killer Queen. They will be given keywords and definitions for the set work. They will also be given an extended writing task on Killer Queen.</p>

<p>Students must learn the vocabulary associated with the musical elements in the second half term. For example, the dynamic markings such as mezzo-forte, forte and fortissimo. The students will also be given an extended writing task on the musical elements.</p>	<p>Students will learn the basic musical vocabulary associated with the Samba Em Preludio. They will be given keywords and definitions for the set work.</p>	<p>The students must revise all of the musical vocabulary for the final exam.</p>
--	--	---

Numeracy:

Students will build upon their knowledge of notation they have developed at KS3. Students will study that different types of notes are worth different fractions of a whole beat. For example, a minim is $\frac{1}{2}$ a beat and a crotchet is $\frac{1}{4}$ of a whole beat. At KS4 they should discuss smaller note values such as demi-semi-quavers ($\frac{1}{32}$ of a whole beat) and hemi-demi-semi-quavers ($\frac{1}{64}$ of a whole beat).

Students have to be able to recognise and understand different time signatures in music. The students will study simple time signatures such as $\frac{2}{4}$ and compound time signatures such as $\frac{6}{8}$. They will also study tempo and its links to BPM (beats per minute).

Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):

Each student receives peripatetic music lessons in their respective instruments. This helps the students prepare for their performance element of the GCSE as well as helping the students to reach their potential on their instruments. The school also offers a range of enrichment and performance opportunities that KS4 students can attend. The enrichment clubs include band club, senior choir and jazz ensemble. Students are encouraged to take up the many performance opportunities within the school year including the Christmas Concert and school musical as well as smaller friends & family concerts.

Through the course of the year students' study and are introduced to different genres and styles of music. The students listen to and appraise a diverse range of music from classical music, to reggae to more contemporary music genres. By studying blues and jazz music in the second term students learn the history and culture behind these genres.

In Year 9 the students go to see the London Philharmonic Orchestra perform at the Royal Festival Hall. This is a great opportunity for the students to see a full symphony orchestra perform and hear some of the music that they will study for their GCSE being played live.