Programme of study for Year 9 Music

Autumn (1st term)	Autumn (2nd term)	Spring (1st term)	Spring (2nd Term)	Summer (1st term)	Summer (2nd term)
Building blocks of music Treble & Bass Clef Note Durations Rhythm Harmony Tonality Major and Minor chords Tempo Dynamics Key Signatures Time Signatures Counting the beat **Performance** Creating a 4-chord song Chord Sequences Bass Lines Developing their performance using the elements. **Skills:** Music Theory Composition Performing	**EDM** Texture Dynamics Timbre Instrumentation Tonality / Harmony Rhythm Synthesisers Music technology **Composition** Drum Grooves Chords Bass Lines Melody, Riffs / Hooks Structure **Skills** Music Theory Listening & Appraising Composition Music technology skills	**Fusion Music:** Afrobeat, Fela Kuti Indian music Tango neo-tango **Composition** Indian music main melody Tango beats Afrobeat **Skills** Music Theory Listening & Appraising Composition Performing Improvising	**Advanced band project** Ensemble skills Chords Melody Bass line **Performance** Creating a performance as a group Ensemble work Chords bass line **Skills** Performance skills Ensemble skills Preparing for KS4	**Film music composition** Leitmotif Diegetic Non diegetic Atmosphere Elements of music Melody, Articulation, Dynamics, Texture, Structure, Harmony, Instrumentation, Rhythms, Tempo and Time **Composition** Film music link to film music keywords and elements of music **Skills** Music Theory Listening & Appraising Composing in Different Styles Performing Answering structured questions	**Orchestra instruments & Keyboard skills intermediate** Four families of Orchestra, String, woodwind, brass and percussion **Listening and Appraising Quiz** **Skills** Music Theory Listening & Appraising Extended Writing Performing Answering structured questions
Key Learning Outcomes: • 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, drumbeats, chords bass and melodies • To practice regularly, rehearse and perform successfully		**Key Learning Outcomes:** • To recognise and discuss what constitutes "fusion" music. • To understand and analyse the main features Afro beats, music from India, tango and neo-tango. • To learn how to work together as a group to create one performance. • To learn how to play chords on multiple instruments to contribute to their performance. • To practice regularly, rehearse and perform successfully		**Key Learning Outcomes:** • To understand and analyse the orchestra instruments • To be able to complete a stylish composition with different sections, chord sequences, varying textures, developed melodies and with a sense of direction using orchestra or non – orchestra instruments • To practice regularly, rehearse and perform successfully	
End of term 1 assessment to cover: • Solo Performance 1 • Composition 1 • Basic Music Theory Test • Extended writing task on the musical elements		**End of term 2 assessment to cover:** • Solo Performance 2 • Composition 2 • Samba Em Preludio structured questions • Musical Elements Test		**End of year assessment to cover:** • Final Solo Performance • Final Composition	

Rationale: 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. 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. The students will attend peripatetic music lessons and regularly perform on their instruments to make sure they are progressing and enjoying the subject.	**Rationale:** 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. 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. 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.	**Rationale:** 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. 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. 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.
Home learning tasks will include: • 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	**Home learning tasks will include:** • 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	**Home learning tasks will include:** • 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
Reading / literacy: 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. 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.	**Reading / literacy:** Students will learn the basic musical vocabulary associated with the blues and jazz in the first half term. For example, extended chords and improvisation. Students will learn the basic musical vocabulary associated with the Samba Em Preludio. The will be given keywords and definitions for the set work.	**Reading / literacy:** Students will learn the basic musical vocabulary associated with the orchestra. The will be given keywords and definitions for the set work. They will also be given an extended writing task on orchestra instruments The students must revise all of the musical vocabulary for the final exam.

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 ½ a beat and a crotchet is ¼ of a whole beat. At KS4 they should discuss smaller note values such as demi-semi-quavers (1/32 of a whole beat) and hemi-demi-semi-quavers (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 2/4 and compound time signatures such as 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):

If students develop a passion for playing musical instruments through their curriculum lessons, they are welcome to join a range of musical enrichment clubs. These clubs offer opportunities to further their skills and explore new instruments, including:

- Guitar Club
- Piano Club
- Drum Taster / Drum Ensemble
- Band Club
- Junior Choir

Students who show commitment and dedication in these clubs may apply for peripatetic instrumental lessons, which provide focused, one-on-one instruction. These lessons are an excellent opportunity for students to refine their abilities, but please note that these instrumental lessons may require an additional cost. Instruments available for lessons include:

- Guitar
- Bass
- Drums
- Piano
- Flute
- Saxophone

In addition to the enrichment clubs, students can use the music facilities to practice and work on their compositions during break, lunch, and after school. The AV suite is also open on Wednesdays for those interested in using GarageBand.

Students are encouraged to showcase their talents through a variety of performance opportunities throughout the year, including the Christmas Concert, School Musical, and smaller Friends & Family Concerts.