

Music Year 9 Curriculum Overview



Year 9 Overview

Musical Elements and Composition

In this topic, students are reassociated with the musical elements, to develop their knowledge and skills. They will look at how the musical elements inform the creative outcome in preparation for composing a piece of music from given stimuli. Students will be given a range of images as a starting point and taken through the process of composing from the chosen image. They will be introduced to music notation using grid notation to record their composition and then use this in performance. This topic allows opportunities for students to engage in active music making as a whole class, in small groups, duo and individually. This will help develop students' communication skills as well as develop working relationships with resilience and diplomacy.

Assessment: Performance/Evaluation Links to other subjects: Drama, Dance, English, MFL

Rap Music

Students will explore the art of rap music. They will learn about the history of rap, how it has evolved and how it is produced. Students will write their own rap using specific processes as professional do, produce interesting and appropriate beats for their rap and perform to the class. Students will also take part in rap battles within the class where they will have the opportunity to add drama and dance skills. Students will also learn about marketing their rap for a wider audience. They will complete a skills audit at the start of the topic and one at the end of the topic to analyse and celebrate progress made.

Assessment: Performance/ Evaluation Links to other subjects: Drama, Dance, English

Computer & Video Game Music

This topic begins by looking at Character Themes in computer and video game music before pupils move on to explore ways in which Character Themes can be developed and changed for different atmospheres and scenarios within computer and video games. The characteristic musical features of much computer and video game music: jumping bass lines, staccato articulation, chromatic movement, and syncopation are included as musical knowledge through composing and performing tasks. Sound effects are then explored and pupils either perform or create a range of sound effects to match common actions and cues within games. Finally, the topic ends with students undertaking a performance project based on creating a musical score/soundtrack for a computer or video game creating their own ground theme and sound effects which will be performed and assessed.

Assessment: Recording/ Reflection Links to other subjects: Drama, Dance

Film Music

Throughout this topic students will gain an understanding of the importance and purpose of music in film. Students begin with an introduction to creating the correct mood/atmosphere for the film by using pre-existing theme songs realising the decisions and challenges a composer of film music faces. Students will learn about how leitmotifs are an important aspect of film music; they will compose their own theme song including a leitmotif to represent certain characters and situations. Students will explore to impact of diegetic and non-diegetic sounds and how these can impact the effectiveness of a theme song as well as mood changes within a piece of music.

Performance/ Reflection & target setting Links to other subjects: Drama, Dance, English

Music and Technology

This topic introduces students to working within the music industry using technology. They are given a brief in which they will fulfil as a solo music maker for a production company. Students will plan and compose a piece of descriptive music for a pre-existing moving

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image. To do this, students will compose and record their composition using DAW software, (Digital Audio Workstation). Students will recall learnt knowledge and skills from their key stage 3 music journey. The final composition will be performed with the moving image where students will analyse their new knowledge and skills and progress of prior knowledge and skills. Students will also undergo a skills audit at the start and end of the topic to analyse individual progress made.

Assessment: Performance recording, skills audit Links to other subjects: Drama, Dance, ICT

Pendle Project

The final topic gives the students an opportunity to consolidate their key stage 3 learning journey. They will perform music for a site-specific performance based around the Pendle Witches which they are creating in Performing Arts. Students are required to make informed choices as individuals and within groups of varying sizes. They will be given the choice to compose music using live instruments or technology. They will select and apply musical elements as well as techniques to develop and refine a meaningful descriptive piece of music which compliments their performing arts performance piece.

Assessment: Performance/ Reflection & Target setting Links to other subjects: Drama, English, History, Dance

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Week Number	Themes/ Topics	Key Knowledge & Skills	Key Assessments
<p style="text-align: center;">1-6 (Autumn 1)</p>	<p style="text-align: center;">Musical Elements and Composition</p>	<ul style="list-style-type: none"> • Identify Musical Elements: pitch, tempo, dynamics, timbre, texture, duration, silence, and structure. • Completed Musical Elements definition/association table. • Apply Musical Elements when composing. • Plan and compose a piece of descriptive music using an image as a stimulus. • Use of a graphic score to record composition. • Perform using a graphic score. • Develop performance ability. • Self-assess effectiveness of use of Musical Elements within the composition. 	<p>Students will be assessed on their ability to apply musical elements when composing a piece of music from a given stimulus, an image. They will be assessed against the grading criteria on their awareness of the musical elements and ability to apply musical elements, record the composition on a graphic score and completing a self-assessment.</p>
<p style="text-align: center;">7-13 (Autumn 2)</p>	<p style="text-align: center;">Rap Music</p>	<ul style="list-style-type: none"> • Historic context and development of rap music. • Lyric writing for Rap music. • Rhyming couplets. • Lyrical Hooks. • Accompaniment for Rap music. • Musical Hooks. • Stylistic performance skills. • Skills Audit at the start and end of topic. 	<p>Students will be assessed on their ability to write and perform a rap. They will be assessed against the grading criteria on the effectiveness of application of rhyming couplets, lyrical and musical hooks, performance ability, and ability to make judgements on own and others' work.</p>
<p style="text-align: center;">14-18 (Spring 1)</p>	<p style="text-align: center;">Computer & Video Game Music</p>	<p>Selecting and applying when composing:</p> <ul style="list-style-type: none"> • Jumping basslines. • Character theme motif. • Soundtrack and sound effects. • Chromatic movement. • Syncopation. • Staccato. • Composing and developing musical phrases. • Reading rhythm notation. • Create atmosphere. 	<p>Students will be assessed on their ability to compose and develop a character theme. They will be assessed against the grading criteria on how they have applied specific skills to create different scenarios and atmospheres.</p>

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<p>19-24 (Spring 2)</p>	<p>Film Music</p>	<ul style="list-style-type: none"> • Understanding the impact music has on film/action/visual image. • Creating mood/atmosphere, sense of action. • Diegetic sounds. • Non-Diegetic sounds. • Leitmotif. • Musical elements - dynamics, pitch, tempo, texture, timbre, and rhythm, and structure/form. • Cue sheet notation. 	<p>Students will be assessed on their understanding of the impact of music within a film and their ability to create a piece of music which conveys a specific mood/atmosphere and a sense of action. They will be assessed against the grading criteria on their understanding of diegetic and non-diegetic sounds, the application of musical elements whilst creating a leitmotif appropriate for a specific intention. Students are also assessed on their ability to play an instrument.</p>
<p>25-30 (Summer 1)</p>	<p>Music and Technology</p>	<ul style="list-style-type: none"> • Working to a brief. • Plan and compose a piece of descriptive music using a moving image as a stimulus, as a solo musician. • Develop an understanding of technology in the music industry. • Use of DAW to compose and record composition. • Perform using a graphic score (DAW). • Skills Audit at the start and end of topic. • Creating mood/atmosphere, sense of action. • Diegetic sounds. • Non-Diegetic sounds. • Musical elements - dynamics, pitch, tempo, texture, timbre, and rhythm, and structure/form. 	<p>Students will be assessed on their ability to demonstrate their understanding of how music impacts the audience's experience. They will be assessed against the grading criteria on how they select and apply the musical elements to create an effect which relates to a given brief. They will also be assessed on performance quality as well as how they record (DAW) their music using software. Students will undergo a skills audit at the start of the topic and towards the end of the topic so they can analyse their individual progress.</p>
<p>31-38 (Summer 2)</p>	<p>Pendle Project</p>	<p>Students will perform music in a site-specific performance based around the Pendle Witches. Within this they will demonstrate:</p> <ul style="list-style-type: none"> • Application of musical elements. • Create mood/atmosphere and meaning. • Use of live music or DAW. 	<p>This is an opportunity for students to consolidate their learning. They will be assessed on the selection and application of musical elements and use of</p>

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| | | <ul style="list-style-type: none">• Diegetic sounds.• Non-Diegetic sounds.• Chromatic movement.• Syncopation.• Staccato. | <p>developmental techniques to compliment a performance that they are creating in drama. Students will be assessed on their performance ability as well as their ability to work in a group.</p> |
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