

Music Year 9 Curriculum Overview



Year 9 Overview

Term 1 a – Icons in Music – Elton John and Eminem

In Term 1a – students will look at famous pop icons of music. They will understand what it means to be an 'icon', how each artist(s) has influenced modern culture and modern music; whilst also appreciated the particular musical style of the 'icon' they are studying. They will complete this term by producing and presenting a Powerpoint presentation about their chose icon.

Term 1b – Keyboard Skills

In this term, we will explore all things keyboard this term, from playing a melody to learning simple chords. From learning about note valuations, to reading sheet music . Students will have both practical and theoretical looks into the keyboard, from looking at posture ready to play, finger placement to looking at complex melodies. This will culminate in the students playing a well-known melody.

Term2a – Create a Pop Song

In this topic, students are re-associated 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.

Term2b – DAW 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 image. To do this, students will compose and record their composition using DAW software, (Digital

Music Year 9 Curriculum Overview



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.

Term3a – Horror Music and Charanga

In this topic, students will use *Charanga* to create horror music, that could be used in a dramatic scene. We will begin by listening to music from horror films, both with and without the video – this will encourage creative thought. We will look at techniques such as *dissonance* and *drone*, applying the skills in a practical way on charanga by creating a soundscape.

We will work to a brief and use stimulus such as images and muted videos, to encourage you to think analytically, focusing on how to apply these techniques into our own work.

We will regularly reflect on our work, creating targets for subsequent lessons. Our term will culminate in you creating a soundscape for a horror film; using all learnt techniques.

Term 3b - Music Technology Dance Music and Computer Game Music

This Term will be broken down into two separate topics; *Dance Music* and *Music for Computer Games*.

Students will learn about the different types of Dance Music, compose a piece of dance music using Charanga. This will include visiting dance music from the early 80s right through to current day. This will give students a more rounded view of the genre and aid in their understanding of how to create it.

They will also look at Computer Game Music and understand how music impacts game play experience. Computer & Video Game Music 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. This will include listening to video game music from different decades from the 1980s to current day. This will expose them to 8-bit (computerised) music, to more advanced techniques, whilst also giving students the tools to analyse music from different video

Music Year 9 Curriculum Overview



	games/genre and discuss the differences between them. The students will then compose their own loop of music for a computer video game on DAW Charanga and reflect on their choices for assessment.
--	--

Music Year 9 Curriculum Overview



Week Number	Themes/ Topics	Key Knowledge & Skills	Key Assessments
Autumn 1	ICONS in Music	- Recap on the musical elements- pitch, tempo, volume, structure, dynamics and silence - Listen to music and identify and describe the musical elements - Explore music from Musical ICONS Elton John and Eminem. - Describe the musical elements used by the famous artists - Create two facts files on the chosen artists.	- Teacher observation of workshops/ practical exploration - Observation sheet - Peer feedback - Self evaluation - Present fact file
Autumn 2	Keyboard Skills	- 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.	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.
Spring 1	Create a Pop Song	- Introduced to what makes a pop song. - Recap of the musical elements we will need to consider to describe a pop song. - Identify the typical sections in a pop song. - Students will recap the musical notes and what they mean. - Students will recap what rhythm is and apply this to be able to tap a rhythm of the song. - Students will explore the importance of drums in a song. - Students will explore what chords are. - Students will understand what chord progressions are and how to apply this with a song.	- Teacher observation of workshops/ practical exploration - Observation sheet - Peer feedback - Self evaluation - Perform a pop song.

Music Year 9 Curriculum Overview

		- Students will understand how to write a pop song. To achieve this they will apply all the knowledge they have learnt. - Students will perform their pop song to their class using techniques they have learnt in lesson. - Student will provide peer feedback to each other to improve their song. - Students will improv their pop song based on their peer feedback.	
Spring 2	DAW Dance Music	- Introduced to music technology. - Identify key features of Dance music. - Listen to current and historic pieces of dance. - Understand the different types of dance music. - Compose a piece of dance music using Charanga. - Programme a beat and bassline. - Apply chord texture and a drop. - Mixing down, using EQ.	Students are continuously assessed throughout this topic. They are combatively assessed at the end of the topic on their ability to compose a piece of dance music using Charanga (DAW).
Summer 1	Film Music	- 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.	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.
Summer 2		Selecting and applying when composing: - Jumping basslines. - Character theme motif. - Soundtrack and sound effects. - Chromatic movement.	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.

Music Year 9 Curriculum Overview



	Music TechnologyDance Music and Computer game Music.	• Syncopation. • Staccato. • Composing and developing musical phrases. • Reading rhythm notation. • Create atmosphere.	
--	---	--	--