

## Music Curriculum Overview – Year 9

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
<b>Autumn Term 1 – Ensemble performance</b>						
<b>Autumn Term 2 – Solo performance</b>						
<b>Music of the Decades</b>	<ul style="list-style-type: none"> <li>Understand key features from music of the decades:                             <ul style="list-style-type: none"> <li>50/60's – Rock 'n' Roll;</li> <li>70's – disco;</li> <li>80's – use of music technology;</li> <li>90's - Britpop.</li> </ul> </li> <li>Understand the instrumentation and roles of instruments in a band;</li> <li>Know about different vocal techniques;</li> <li>Understand how word painting is used in songs.</li> </ul>	<ul style="list-style-type: none"> <li>Identify key features of music from the decades through listening activities;</li> <li>Perform songs from different decades on keyboard as a soloist and as part of an ensemble.</li> </ul>	<p><b>Ensemble Performances:</b> Class Concert at the end of the first half term.</p> <p><b>Solo Performances:</b> Class Concert at the end of the second half term.</p> <p>Key word/ Listening quiz.</p>	<p>Flip-learning: find 5 facts about each decade of music;</p> <p>Performance practice;</p> <p>Listen to performance song/s.</p>	<p><b>United in Harmony:</b> working together to create performances.</p> <p><b>Grateful &amp; Generous:</b> an appreciation for music and sharing your skill and knowledge through performing, teaching or supporting.</p> <p><b>Listening &amp; Attentive:</b> listening to others in discussions, listening and responding to music, and watching others perform;</p> <p><b>Loving &amp; Compassionate:</b> supporting class members during performance;</p> <p><b>Courageous &amp; Resilient:</b> preparing to perform to your class.</p> <p><b>Discerning &amp; Joyful:</b> offering/accepting constructive criticism in Afl and compromise during group work; acknowledging yours and other achievements through performance/composition activities;</p> <p><b>Leading with Justice:</b> leading a group performance and/or class activities;</p> <p><b>Acting with Truth &amp; Integrity:</b> in working with others.</p> <p><b>Serviam:</b> helping other's to achieve their goal.</p> <p><b>Dignity of the human being:</b> respect for each other during performances and offering constructive criticism in Afl;</p> <p><b>Community &amp; Participation:</b> supporting each other and participating in positive way, enabling all students to achieve their learning goals.</p> <p><b>Peace &amp; Reconciliation:</b> through compromise during group work;</p> <p>St Cecelia's Concert (November) (Selected students);</p> <p>Extra-Curricular clubs: Choir/Guitar Group/Ukulele Club/Glee Club/Worship Band/Violin Ensemble;</p> <p>Reward trip to a Musical Theatre in London's West End (Selected students).</p> <p><b>Literacy</b> – lyrics of different types of songs often relay a certain message, sometimes political, e.g. protest songs; lyrical hooks; repeated phrases/refrain in poetry.</p> <p><b>Performer, Arranger, Music Therapist, Music Teacher, Musicologist, Music Librarian, Music Manager, Concert Promoter.</b></p>	<p><b>GCSE Music:</b></p> <ul style="list-style-type: none"> <li>Listening exam – Conventions of Pop;</li> <li>Performance Coursework (ensemble and solo).</li> </ul>
<b>Spring Term</b>						
<b>Song Writing</b>	<ul style="list-style-type: none"> <li>Revise some of the key musical features of popular song – arrangements, popular song structure, textural layers, hooks/riffs;</li> <li>Understand how to create lyrics using a rhyming scheme.</li> </ul>	<ul style="list-style-type: none"> <li>Compose a popular song about own choice of topic;</li> <li>Rehearse and perform your own popular song as part of a group.</li> </ul>	<p><b>Class Concert:</b> Students are assessed at the end of the term through a group performance of their song.</p> <p>Key word/ Listening quiz.</p>	<p>Write your own lyrics and compose in your own time (chords, riff/hook, bass, etc.);</p> <p>Performance practice;</p> <p>Listen to songs for ideas;</p> <p>Practice your part;</p>	<p><b>United in Harmony:</b> collaborating with others to create a group song and performance.</p> <p><b>Grateful &amp; Generous:</b> an appreciation for your group members skills and knowledge and using those talents to achieve a common goal.</p> <p><b>Listening &amp; Attentive:</b> listening to others in discussions, listening and responding to music, and watching others perform;</p> <p><b>Loving &amp; Compassionate:</b> working with others and supporting class members during performance;</p> <p><b>Courageous &amp; Resilient:</b> preparing to perform to your class.</p> <p><b>Discerning &amp; Joyful:</b> offering/accepting constructive criticism in Afl and compromise during group work; acknowledging yours and other achievements through performance/composition activities;</p> <p><b>Leading with Justice:</b> leading a group performance and/or class activities;</p> <p><b>Acting with Truth &amp; Integrity:</b> in working with others.</p> <p><b>Serviam:</b> helping other's to achieve their goal.</p> <p><b>Dignity of the human being; Community &amp; Participation; Peace &amp; Reconciliation.</b></p> <p><b>Literacy</b> – form and structure in poetry and prose; writing lyrics: contrasting 'A' and 'B' structures in literature and poetry; repeated sections in poetry;</p> <p><b>Citizenship</b> – taking the role of a leader, communication.</p> <p>Extra-Curricular clubs: Choir/Guitar Group/Ukulele Club/Glee Club/Worship Band/Violin Ensemble;</p> <p><b>Composer, Performer, Music Therapist, Music Teacher, Musicologist, Music Librarian, Music Manager.</b></p>	<p><b>GCSE Music:</b></p> <ul style="list-style-type: none"> <li>Listening Exam;</li> <li>Performance Coursework;</li> <li>Composition Coursework.</li> </ul>
<b>Summer Term</b>						
<b>Theme &amp; Variations</b>	<ul style="list-style-type: none"> <li>Develop understanding of the elements of music;</li> <li>Describe how variations have been achieved through correct identification of the elements of music;</li> <li>Understand how to vary a melody using different techniques, including tonality, rhythm, and dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>Compose a 'Theme and Variations' of 'Twinkle Twinkle';</li> <li>Create variations in contrasting moods and styles, selecting and combining a number of different elements of music.</li> </ul>	<p><b>Sibelius composition</b> – score for 'Twinkle Twinkle' Theme and Variation;</p> <p>Key word/ Listening quiz.</p>	<p>Homework tasks completed on Focus on Sound.</p>	<p><b>United in Harmony; Grateful &amp; Generous; Listening &amp; Attentive; Loving &amp; Compassionate; Courageous &amp; Resilient; Discerning &amp; Joyful; Leading with Justice; Acting with Truth &amp; Integrity; Serviam.</b></p> <p><b>Dignity of the human being:</b> respect for each other during group work and offering constructive criticism in Afl;</p> <p><b>Community &amp; Participation:</b> supporting each other and participating in positive way, enabling all students to achieve their learning goals.</p> <p><b>Peace &amp; Reconciliation:</b> through compromise during group work;</p> <p><b>Numeracy</b> – variation form can be explained using letters A, A1, A2, A3 and has links to sequences.</p> <p><b>Literacy</b> – words to describe how the 'mood' of the theme could be discussed in relation to how each of the variation techniques affects the sound of the original theme.</p> <p>Extra-Curricular clubs: Choir/Guitar Group/Ukulele Club/Glee Club/Worship Band/Violin Ensemble;</p> <p><b>Composer, Arranger, Orchestrator, Music Teacher, Musicologist, Music Librarian, Music Manager.</b></p>	<p><b>GCSE Music:</b></p> <ul style="list-style-type: none"> <li>Listening Exam;</li> <li>Composition Coursework.</li> </ul>
<b>Music Projects</b> (Options: 1. Performance, 2. Composition, 3. Research)	<ul style="list-style-type: none"> <li>Option 1: to develop an understanding of how to prepare and perform as a soloist or in an ensemble in a concert lesson at the end of the term;</li> <li>Option 2: to continue to develop an understanding of Theme and Variations;</li> <li>Option 3: to develop knowledge and understanding of how music has changed through the years, focussing on one decade in particular with regards to artists, genres, any treats and new technology in music.</li> </ul>	<ul style="list-style-type: none"> <li>Option 1: to further develop performance skills in a chosen instrument through technical ability, fluency and accuracy;</li> <li>Option 2: to further develop compositional skills through using Sibelius and how to vary a melody and bassline/accompaniment;</li> <li>Option 3: to further develop presentation skills through preparing a poster and presentation based on a chosen decade of music, e.g. 1950's.</li> </ul>	<p><b>Class Concert/ Presentation:</b> Students are assessed at the end of the term through performance or presenting their research or compositions.</p>	<p>To prepare for the class concert/ presentation.</p>	<p><b>United in Harmony; Grateful &amp; Generous; Listening &amp; Attentive; Loving &amp; Compassionate; Courageous &amp; Resilient; Discerning &amp; Joyful; Leading with Justice; Acting with Truth &amp; Integrity; Serviam.</b></p> <p><b>Dignity of the human being; Community &amp; Participation; Peace &amp; Reconciliation.</b></p> <p><b>Literacy</b> – lyrics of different types of songs often relay a certain message, sometimes political, e.g. protest songs; lyrical hooks; repeated phrases/refrain in poetry.</p> <p><b>Summer Concert;</b></p> <p>Extra-Curricular clubs: Choir/Guitar Group/Ukulele Club/Glee Club/Worship Band/Violin Ensemble;</p> <p>Reward trip to a Musical Theatre in London's West End (Selected students);</p> <p><b>Performer, Arranger, Music Therapist, Music Teacher, Musicologist, Music Librarian, Music Manager.</b></p>	<p><b>GCSE Music:</b></p> <ul style="list-style-type: none"> <li>Listening Exam;</li> <li>Performance Coursework;</li> <li>Composition Coursework.</li> </ul>