



Curriculum Plans – Year 9 - Music

Please find below a detailed outline of the curriculum covered in Music in Year 9. Some topics covered my last longer than one block. This is to enable students to fully immerse themselves in the style of the music, gain a deeper understanding of the genre and to fully embed skills.

BLOCK	1&2	2&3	3&4	4&5	5&6	6&7
Dates	August - September (5 weeks)	October (4 weeks)	November - December (6 weeks)	January - February (5 weeks)	February - March (6 weeks)	April - June (11 weeks)
Topics	<p>Dance Music</p> <p>Dance music takes an explorative look into rhythm, chords and metre in a variety of different types, styles and genres of dance music. By exploring the characteristic musical features of dance music from different times and places, students will understand the important connection between the steps, movement and formation of the dance and how these are inter-related within musical features such as time, metre, rhythms and chords in the music.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Understand the connection between the steps, movement and 	<p>Soundtracks</p> <p>The unit begins with an introduction into the purpose of film music and the decisions and challenges a composer of film music faces. Leitmotifs are an important aspect of film music and students explore how composers have used these to represent certain characters and situations within films and how, through the manipulation of the elements of music, these can be changed to suit different on-screen situations. While the focus of this unit is on creating and composing, there are opportunities for students to critically</p>	<p>Video Game Music</p> <p>The unit begins by looking at Character Themes in video game music before students move on to explore ways in which Character Themes can be developed and changed for different atmospheres and scenarios within games. The characteristic musical features of much 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 students create a range of sound</p>	<p>New Directions</p> <p>New Directions takes an in-depth exploration of two of the many various styles, movements and genres of twentieth century music: minimalism and expressionism. Through exploring a wide range of music from the minimalist and expressionist styles, students learn about common trends in twentieth century music such as the use of different tonalities, chromaticism, dissonance and extremes of pitch and dynamics as well as how composers use unusual and experiments timbres, sonorities, sounds and instruments within their</p>	<p>Samba</p> <p>This unit introduces the polyrhythmic style of Latin-American Samba and revises and revisits many key concepts concerning rhythm, beat and pulse from students' learning including features such as polyrhythms, cyclic rhythms, syncopation, ostinato and call and response. The experience of performing together as a class or larger group ensemble aims to give students the exhilaration and physical impact of ensemble percussion music. During the unit, students learn about the timbres and sonorities of instruments within a Samba band, how</p>	<p>What Makes a Good Song?</p> <p>This unit begins by exploring 'What Makes a Good Song?' through practical musical investigation of two 'good' songs as case studies. Students explore Hooks/Riffs, Structure, Melody and Lyrics through listening and analysis and performing parts of each song as short musical arrangements. Students learn about the importance of Hooks and Riffs, Popular Song Structure and the various difference components/s sections within, Melodic Motion (Conjunct and Disjunct Motion) and Lyrics within both these case studies</p>



	<p>formation of dances and the inter-related musical features within the music that accompanies them.</p> <ul style="list-style-type: none"> • Understand how different dance music genres use different time signatures and metres and how these relate to the dance. • Understand how dance music is chiefly made up of primary chords, using chords I, IV, V, V7 and seventh chords in a range of simple major and minor keys. • Understand how different dances use characteristic dance rhythms within their music. • Describe the different accompaniment patterns and textures in dance music from different times and places 	<p>engage with a range of film music through listening and appraising, together with some performing.</p> <p>Students will:</p> <ul style="list-style-type: none"> • How music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama. • How timing is a crucial factor in the composition and performance of music for film. • How film music can change the viewer's interpretation of a scene. • How to create an effective musical narrative for a film scene, using appropriate techniques to create an intended effect. 	<p>effects to match common actions and cues within games.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Understand the various ways in which music is used within a range of computer and video games from different times. • Understand, describe and use common compositional and performance features used in computer and video game music. • Understand how to vary, adapt and change a melody (character theme) for different atmospheres/senarios. • Understand the importance of sound effects and how these are used at certain cues to enhance gameplay within a computer or video game. 	<p>work, which students are encouraged to explore and use in their own performances, improvisations and compositions to get a feel "of the style" in which they are exploring.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Understand changes in twentieth century music and how composers 'broke away' from late-Romantic ideals. • Understand that twentieth century music consisted of many different types, styles, movements and genres. • Understand and demonstrate how minimalist composers develop pieces from small starting points. • Know and demonstrate the compositional and serialist techniques used by expressionist composers. • Manipulate motifs, cells and note/tone rows using a variety of musical development techniques. 	<p>Samba has influenced popular music and through music theory and dictation explore the effect that syncopation has on music.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Understand how instruments, structures and textures are used in Samba • Perform as part of a larger ensemble understanding key roles of performers and different instruments and the relationship between these and the effect this has on the music • Use rhythmic features such as ostinato, cyclic rhythms, polyrhythms, call and response and syncopation when performing and improvising 	<p>and a range of other popular songs. Lead Sheet notation is used throughout the unit and students are encouraged to confidently navigate around lead sheets evaluating what musical information is, and is not, included in this form of notation. The unit ends with students creating their own musical arrangement of a popular song from a Lead Sheet in their chosen style/genre. This concept of "cover version" is explored by listening and examining a range of different musical arrangements of the same song for stylistic and elemental changes.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Understand the different textural and structural elements of a song/popular song. • Understand and use the different musical information given on a lead sheet in
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Assessments						