



MUSIC: Curriculum Overview

Year 9

Term	Topic studied	What will I learn?	How will I be assessed?
Year 9 Autumn	<p>Developing Independent Composing & Performing Skills 1</p> <p>Rock Music: 1950-60's Rock n Roll & 1970-80's Rock Anthems</p>	<p>Controlling Primary and Secondary triads. Adding melodies to chords and using passing notes. Developing confidence as a solo performer.</p> <p>Performing music by the Beatles, both singing and playing. Creating rock music chord patterns. Identifying how rock instruments & voices are used and the roles they play in music of this era.</p>	<p>Composition of a piece which follows a clear harmonic pattern. Plan, practise and perform a piece of student's choice.</p> <p>Solo performance on a pitched instrument. Composition of a chorus chord pattern & bass line. Short answer listening questions.</p>
Year 9 Spring	<p>Using Structure to compose extended Melodies</p> <p>Music for Film</p>	<p>Identifying the structure of musical extracts. Techniques to create contrast and repetition in melodies. Controlling cadences and understanding their functions. Using different scales to improvise melodies, understanding how to construct major and minor scales.</p> <p>Understanding the different functions of music in films from a range of time periods. Learning to use different musical devices to create tension, drama and mood. Composing for a film clip using spotting to identify hit points.</p>	<p>Short answer questions. Composition of a piece using a clear structure and using 2 different types of cadence.</p> <p>Longer answer listening questions describing musical mood and impact. Composition of a 2 minute piece following a given film clip.</p>
Year 9 Summer	<p>Pop Music: 1970-2000 Pop Ballads & Solo artists 1990-present day</p> <p>Rhythms of the world (part 1): Samba & Calypso</p>	<p>Different vocal techniques and types of voice. How instruments and voices interact in songs. Song structures and composition devices.</p> <p>Musical characteristic of each style, their origins and cultural significance. Developing performance skills in both styles and ensemble awareness. Composing using rhythmic starting points.</p>	<p>Short answer listening questions and comparison of at least 2 contrasting songs.</p> <p>Small group performance of a samba or calypso piece which incorporates both learnt and composed rhythms or melodies.</p>

