Curriculum Overview

Subject: Music

Year Group: 9



- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. Students are encouraged to articulate and record specialist terms to develop their understanding of the subject.

TERM 1	TERM 2	TERM 3				
 Key components of dance music, beat, rhythm, using LogicProX to create loops and vocals. Using improvisation to develop melodies and sounds. Historical context and roots of dance music. The social and political place music has in history and now. The role of music as a political vehicle. Key musical elements from the 50s, 60s, 70s, 80s, 90s and 00s 4 chord structure and how to play the 4 chords. Using the 4 chords to develop a 'mash up' of 4 chord songs. 	 Writing lyrics and adapting melody to support genre and subject matter. How to improvise a tune to build into a song. To manipulate sound and harmony to create a final product. Rehearsal and refinement based on peer and teacher feedback (LORIC) Independent study and time management in piano practice and rehearsal. Understanding the classical era through study of famous composers, instrumental listening, and historical techniques. Reading score notation whilst playing keyboard. Prescribed piano performances that are differentiated to stretch and challenge. 	 Exploration of band presentation, style of music and use of instrument sound. How to work as a group to rehearse for final performance. How to create a cover performance of a popular song. Performance skills development. Understanding the key components of a rock anthem and a pop ballad. Developing the skills to perform an anthem or ballad from a suggestive list. Rehearsal skills (LORIC) to develop the performance. 				
KEY ASSESSMENTS	KEY ASSESSMENTS	KEY ASSESSMENTS				
Half term 1: Dance music	Half term 1: Song writing 2	Half term 1: Battle of the bands				
Half term 2: Music of the decades Half term 2: Piano award/ classical music Half term 2: Anthems and ballads						
Extended reading suggestions and external resources:						

YouTube

Band Lab / Sound trap

BBC Bitesize

Music KS3 Assessment Criteria

	Bronze Bronze	Silver	Gold	Platinum (
Performance Marks "When I play or sing"	Technique: The performance shows some control but it is limited. Expression & Interpretation: Unsuitable or inconsistent tempo in places. Limited use of dynamics, phrasing or articulation. Accuracy & Fluency: There are errors in pitch and/or rhythm but the music is coherent and reasonably fluent.	Technique: The performance shows basic control and co-ordination. Expression & Interpretation: Tempo is usually appropriate and mostly consistent. Some dynamics, phrasing articulation. Accuracy & Fluency: There are some errors in pitch and/or rhythm which impact on fluency but the end product is successful.	Technique: The performance shows good control with occasional slips. Expression & Interpretation: Tempo is well chosen and consistent. Appropriate use of dynamics, phrasing and articulation. Accuracy & Fluency: There are very few errors in pitch and/or rhythm and the piece is mostly fluent.	Technique: The performance shows good technical control. Expression & Interpretation: Tempo is good throughout. Use of dynamics, phrasing and articulation is excellent. Accuracy & Fluency: The performance is fluent and largely accurate. Any errors do not impact on success.
Composing Marks "When I write music"	Development: The composition shows some longer phrasing but it is limited. Texture & Form: Unsuitable tempo in places. Limited use of dynamics, contrast or structure. Production: There are errors in pitch and/or rhythm and choice of loop but the music is coherent and reasonably recorded.	Development: The composition shows some basic ideas with some development. Texture & Form: Tempo is usually appropriate. Some dynamics, phrasing and structure which is consistent with genre. Production: There are some errors in pitch and/or rhythm which impact on production but the end product is successful.	Development: The composition shows good ideas with development and some fluency. Texture & Form: Tempo is well chosen. Appropriate use of dynamics, phrasing and structure. Style and individuality shows in choices made. Production: The composition is mostly fluent and has some style. Production is good and has some individuality.	Development: The composition shows good use of ideas, development and fluency. Texture & Form: Tempo and style is good throughout. Use of dynamics, phrasing and structure is excellent and enhances the composition. Production: The composition is fluent and stylish. Production is individual and stylistic. Choices are well thought out and implemented.

Listening & Theory Marks "When I hear music..." or "When I write down music..."

Elements:

Understand the musical devices: ostinato, pedal note and sequence. Understand the word timbre and how to use it in my explanations. Identify musical processes (improvisation). Identify round, aria, recitative and chorus.

Notation:

Read stave treble clef notation. Recognise quaver, crotchet, minim and semibreve. Read basic guitar and ukulele tabs. Recognise graphic notation.

History:

Recognise what era a piece of music comes from. Identify where a piece of music may have come from.

Elements:

Understand music devices: foley, FX, reverb, panning. Identify simple structures (binary, turnary and rondo). Identify ornamentation. Describe my own work using musical language. Identify the instruments of the orchestra from sound.

Notation:

Read stave bass clef notation. Read treble clef notation with ledger lines. Write basic notation with some accuracy. Read chord grids for guitar and/or ukulele. Recognise basic drum notation. Understand simple time and basic key signatures.

History:

Work out the differences between types and styles of music from many eras. Suggest what may have influenced different types and styles of music.

Elements:

Understand music devices: ornamentation, pitch blend, sampling and vocoder. Hear and vocalise the differences between parts and instruments not always using the correct language. Identify different structures and make comparisons.

Notation:

Read treble and bass notation fluently. Recognise semiquavers, breves and dotted notes. Understand compound time and more complex key signatures. Write notation accurately with only few errors in pitch and/or rhythm. Follow transposing scores. Understand tabs, chord grids and drum notation.

History:

Explain the differences between types and styles of music from many eras not always using the correct language. Make comparisons between music from different eras.

Elements:

Understand all music devices. Hear and vocalise the differences between parts and sections of music using the correct language and terminology. Identify and explain different structures and make complex comparisons.

Notation:

Understand transposing scores. Recognise all rhythmic notation. Write notation accurately with no errors in pitch or rhythm. Understand and implement the circle of fifths. Understand and complex time signatures.

History:

Explain the differences between types and styles of music from many eras always using the correct language. Make complex comparisons between music from different eras and cultures.