

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,

TERM 1	TERM 2	TERM 3
<p>KNOWLEDGE/SKILLS</p> <ul style="list-style-type: none"> • 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 50's, 60's, 70's, 80's, 90's and 00's • 4 chord structure and how to play the 4 chords. • Using the 4 chords to develop a 'mash up' of 4 chord songs. 	<p>KNOWLEDGE/SKILLS</p> <ul style="list-style-type: none"> • 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. 	<p>KNOWLEDGE/SKILLS</p> <ul style="list-style-type: none"> • 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**Half term 1: Dance Music****Half term 2: Music of the Decades****KEY ASSESSMENTS****Half term 1: Song writing 2****Half term 2: Piano Award/ Classical Music****KEY ASSESSMENTS****Half term 1: Battle of the Bands****Half term 2: Anthems and Ballads****Extended reading suggestions and external resources:****YouTube****Band Lab / Sound trap****BBC Bitesize**