**Music Year 9 2022/23**

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|  | Autumn 1 & 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topics | Performing and analysing Pop SongsIntroduction to working with a DAW Producing sequenced recordings using MIDI & Audio**Working as an effective ensemble** | Ground Bass, Pachelbel’s Canon remix, world music influences**Cultural Fusions** | Soundtracks incidental music & leitmotifsthemes**Program, Film & Game Music** | Hooks, riffs, melodies & chord sequences & texturesRSL Music Tech grades**Song writing & Music Production** |
| Key content | The following concepts are taught in topic 1 and continually referred to and refined in every topic that follows.* Pulse
* Rhythm
* Simple staff notation and tab including basic rhythmic values and pitch in bass & treble clefs
* Bars/ bar lines
* Simple time signatures
* DAW - Midi input - Looping/copy & paste - Quantize - Automation - Audio recording using an i/o interface – automation – panning - effects

Below are topic specific concepts that appear only in that topic or that are referred to again in only some of the topics that follow. |
| * Major/Minor chords
* Root position
* Inversions
* Block chords
* Broken chords
* Rhythmic chords
* Key signatures to up to 4b’s/#’s
* Phrases including repetition/ Question/ Answer
* Drums basic notation patterns
* Orchestral Instruments
* 4 chord trick
* Seventh Chords
* Drum Fills
* Pitch in bass clef
* Dotted rhythms
* Changing textures
* Verse/Chorus Hooks & Riffs
 | * F#m (4#’s)
* Inversions
* 8 bar chord progressions
* Ground Bass
* Remix
* Structure – (Intro – verse – chorus – bridge – outro etc)
* Introduce Alto clef
* Dotted rhythms
* Time signature 5/4
* Adding rhythmic loops
* Creating melodies from chords
* Passing notes
* Conjunct
* Disjunct
* Drums – more complex rhythmic patterns
 | * Chromaticism
* Melodic development
* Modes (Lydian)
* Repeat Signs
* Irregular Time signatures 5/4
* Triplet & 1/16th notes
* Arpeggios
* Contrasting sonorities & timbres
 | Consolidation of content from the Year 9 units prior to this + RSL Grade 1 technical terminology e.g.* Types of DAW track (MIDI/Audio/Auxiliary)
* Editing functions (copy/paste/loop etc)
* Identification of natural and electronic sound sources
* Types of microphones e.g., dynamic/condenser, ribbon and their typical uses
* Types of connectors (phono, XLR, USB)
* Files formats and equipment
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| Key skills | **Performing & sequencing/composing*** Accurately
* Fluently
* In time with a sense of pulse
* With good technique
* Sense of ensemble awareness and expression
* Reading basic notations
* Composing through improvisation and as part of a group and individually with an understanding of using techniques for expressive effect
* Sequencing musical ideas using basic software function (Soundtrap)
* Identifying key instruments and musical features
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| Assessment  | * Formative feedback every lesson.
* Homework using Focus on Sound (interactive lessons/quizzes) to embed conceptual understanding + longer term sequencing projects for some units.
* Sequencing and audio recording work – individual/paired and group on Sound Trap
* Summative Recordings of group performances and/or composition work.
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| Linked Learning | The units in Y9 build on expected prior knowledge from students in their middle school and year 8. The content covered in Year 8 is revisited and covered in greater depth. Student responses should be more sophisticated. There is greater emphasis in Year 9 on student demonstrating their increased understanding through individual creative responses and we use Sound Trap as our sequencing platform to facilitate this. Concepts are covered in greater depth but in an incrementally sequenced way with material carefully chosen to facilitate this e.g., Chords covered at the start of Y8 in include C/F/G but by mid-year in Y9 include Am7 – F#M etc. A similar principle is employed for all music concepts including instrumental technique, use of technology etc. |
| SMSC Links | 253. Provision for the spiritual development of pupils.* sense of enjoyment and fascination in learning about themselves, others, and the world around them
* use of imagination and creativity in their learning
* willingness to reflect on their experiences

255. Provision for the social development of pupils includes developing their:* use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic, and socio-economic backgrounds
* willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively

256. Provision for the cultural development of pupils includes developing their:* understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
* understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
* ability to recognise, and value, the things we share across cultural, religious, ethnic, and socio-economic communities
* willingness to participate in and respond positively to artistic, musical, sporting, and cultural opportunities
* interest in exploring, improving understanding of, and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect, and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic, and socio-economic groups in the local, national, and global communities
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| Literacy | * Musical technical terminology (arpeggios, quantise, conjunct, instrument names)
* Vocabulary to evaluate work (fluency, accuracy, balance)
 | Numeracy | Counting, Addition, fractions, sequences, durations |
| Enrichment | Extracurricular opportunities include choir – instrumental ensembles – instrumental lessons (including whole group class band) – trips and visits throughout the year. |
| Impact | Students are required to memorise key facts and be able to recall them and apply their knowledge to performing and composition tasks. A successful student will be able to link concepts together. Demonstrate the ability to think and work musically by performing with good technical skill, accuracy, fluency, expression, and a sense of ensemble awareness. A good students will also be able to apply their knowledge of a range of stylistic features in a group composition and/or a sequenced demonstration and will be able to use sequencing software accuracy producing expressive creative responses. Music will help students to become logical thinkers and problem solvers with a better understanding of the world around them. Demonstrating resilience, confidence, leadership, and the ability to consider the value of their creative choices as they present their work to a variety of different audiences. |

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| Ways to support student learning in this subject |
| * Encourage participation in extra-curricular music ensembles and attend school performances throughout the year.
* Consider instrumental tuition (options ranging from individual to large group tuition on a variety of different instruments).
* Use Focus on Sound regularly to support classroom learning and complete homework tasks.
* Additional resources to support your child’s understanding include.

[https://droitwichspa-hs.musicfirstclassroom.co.uk](https://droitwichspa-hs.musicfirstclassroom.co.uk/dashboard)<https://www.musictheory.net/> <https://www.bbc.co.uk/bitesize/subjects/zpf3cdm> |