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| **Year 9 - Music** | | | | | |
| **Curriculum intent** | In year 9 the 3 core skills of the Music Curriculum will be consolidated and challenged further. All students will perform by exploring music from around the world, film, Minimalism and popular music and explore composition looking at rock music, world music and EDM. | | | | |
| **Term** | **Topic 1** | **Topic 2** | | **Topic 3** | |
| **Knowledge** | **Riffs and hooks – Performance and composition skills**  Learners will consolidate reading traditional notation. Playing using both hands reading the bass and treble clef. They will perform as a solo a piece of music using a famous Riff.  Using the performance knowledge of hooks and riffs learners will compose using chords and structure a song. It will feature riffs and hooks and use structure to develop ideas – verse chorus etc. | **Music around the world – Composing and Performing Skills**  Learners will discover Music of the World. They will explore the music of Samba using drums and learning a variety of rhythms and combine these together to perform chosen pieces of music, Gamelan, Rwanda and China – exploring tonality and history  Learners will understand how polyrhythmic music and contemporary classical music styles explore how different musical conventions are used including the use of repetitive and changing rhythmic and melodic motifs, such as augmentation, diminution and phasing work. | | **20th Century music– Performance Skills**  Learners will build on their performance skills. They will explore Minimalism and how patterns and cycles of music are used. They will perform a piece using minimalistic features as a soloist on the piano.  **20th Century EDM - Composition skills**  Learners will explore the genre of EDM and its emergence in the 1980’s. Learners will understand the characteristics of its style and use this to compose their own piece of EDM. Students will explore the development of Electronic instruments and recording techniques such as samples and loops | |
| **Skills** | Performing – as an individual  Rehearsing – using time well  Focus  repetition, slow  Notation – reading the notes,  Rock instruments  Riffs and Hooks  Use of structure  Use of timbre  Instrumentation | Performing – as an ensemble  Following the conductor  Rehearsing – using time well  Focus, repetition, slow  Call and response  Improvisation  Recording using:  Augmentation, Diminution, Phasing, Use of timbre, Instrumentation | | Performing – as an individual  Rehearsing – using time well, Focus, repetition, slow etc  Notation – reading the notes, score  Stave  Recording samples  Use of structure  Instrumentation  Sampling  Loops | |
| **Assessments** | Listening and appraising  Mid way assessment – for progress  Peer assessments  Final teacher assessment of the performance and composition  Listening and appraising | Listening and appraising  Mid way assessment – for progress  Peer assessments  Final teacher assessment of the performance and composition | | Listening and appraising  Mid way assessment – for progress  Peer assessments  Final teacher assessment of the performance and composition | |
| **Enrichment** | <https://www.youtube.com/watch?v=M8eItITv8QA>  How to write chord progressions and melody lines | <https://www.youtube.com/watch?v=0Pq8vOVbvzs> – Samba performance and parade | <https://www.youtube.com/watch?v=vOAwZrsxVnQ> – minimalistic composition techniques | <https://www.youtube.com/watch?v=t2Qu5KG_jDE>  <https://www.youtube.com/watch?v=1mNMe28rNuc>  An amazing performer – what is good about it? | <https://www.youtube.com/watch?v=L5j67gjMfZg>  EDM music composing help |