

YEAR 9	KNOWING WHAT (information, facts & content)	KNOWING HOW (methods and processes)					
	Curriculum Related Expectations	<ul style="list-style-type: none"> Understand the concept of musical elements Recognition of graphic notation, rhythmic units and notes of the stave Understanding of timbre, instruments and sound production Understanding the concept of pulse and metre Understanding of music history within context Understanding of music and character/mood 			<ul style="list-style-type: none"> Ability to perform from a graphic score Ability to perform within an ensemble Composing music using mixed timbres Composing music using rhythmic ostinati Listening and analysing music using key terms Identifying careers in Music Composing melodic and harmonic content Comparing musical elements across different pieces 		
	Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		GOING SOLO	TEAM PLAYING	MUSIC FOR STAGE AND SCREEN	INSTRUMENTAL MUSIC	SONG WRITING	SOUNDWAVES RECORD LABEL
	KNOWLEDGE focus	<ul style="list-style-type: none"> Solo performance – development of repertoire and individual skills Identify performance techniques of own instrument 	<ul style="list-style-type: none"> Ensemble skills 'Shape of You' project Keep steady pulse within a group Developing expressive performance within a musical style. 	<ul style="list-style-type: none"> Score reading Understanding structures Exploring Leitmotifs and the power of musical themes Identify composers' intentions. 	<ul style="list-style-type: none"> Score reading Understanding structures Exploring Leitmotifs and the power of musical themes Identify composers' intentions. 	<ul style="list-style-type: none"> Developing a melody with a 'hook' Developing a chord structure with interest Identifying major and minor key structures Writing lyrics and understanding song structure. 	Enterprise and work-related project exploring aspects of the music industry: <ul style="list-style-type: none"> Songwriting A&R Music business Marketing Online music Copyright/PRS
METHODS focus	<p>'My Musical Autobiography' project</p> <p>Ability to perform a solo piece</p>	<ul style="list-style-type: none"> Cover version analysis or live music performance Ability to perform within an ensemble and maintain own part 	<ul style="list-style-type: none"> Listening and analysing music using key terms Identifying key musical devices 	<ul style="list-style-type: none"> Listening and analysing music using key terms Identifying key musical devices 	<ul style="list-style-type: none"> Composition – group composition and performance task Composing a song in a group 	<ul style="list-style-type: none"> Set study of <i>Taylor Swift and the Red album</i> Identifying careers in music 	
Planned ASSESSMENT opportunities	<p>(5 weeks – practice diary and recording)</p> <ul style="list-style-type: none"> Solo recording session 	<p>(5 weeks – practice diary and recording)</p> <ul style="list-style-type: none"> Ensemble recording session Listening task <i>Shape of You by Ed Sheeran</i> 	<ul style="list-style-type: none"> Listening assessments – extended analysis / comparison <i>The Avengers</i> <i>Schindler's List</i> 	<ul style="list-style-type: none"> Listening assessments – extended analysis / comparison <i>The Lark Ascending</i> <i>The Rite of Spring</i> 	<ul style="list-style-type: none"> Composition Journal. This will be completed each week with diary style entries. Listening task <i>Wait For It from Hamilton</i> 	CD sleeve note / article / interview / podcast – identifying and articulating the development of contemporary music styles and the structure of the recording industry	