

YEAR 9	Curriculum Related Expectations	KNOWING WHAT (information, facts & content)			KNOWING HOW (methods and processes)		
		<ul style="list-style-type: none"> Identifying a range of music from different cultures and genres, including 20th Century Music, EDM, Popular Music, Musicals, Film Music. Learning disciplinary language to explain the elements of music, including tempo, rhythm, pitch, melody, dynamics, instruments and chords and using this terminology to identify music from different cultures and genres studied. Identifying the notes of a number of major and minor scales and chord structures. Identifying the instruments of a Romantic Orchestra, a range of Popular ensembles and digitally manipulated sounds. How to interpret a range of chord symbols and treble and bass clef notation and use these as a basis for learning pieces for performance. Understand how sound design creates differing timbres. Learn the different roles within the Music Industry including new music production and technologies. 			<ul style="list-style-type: none"> Develop own role within a cross curricular group that encourages leadership, self-motivation and teamwork within the wider roles of the music business. Develop understanding of terminology and apply this with accuracy. Performing using range of instruments including keyboards, ukulele, guitars, African drums and voice. Performing using technology. Developing accuracy, fluency and expressiveness in performance. Creating, improvising and experimenting within different musical ideas. Developing confidence to develop creativity either independently or with others within a musical framework of performing, listening and composing. Listening with discrimination to identify and compare different instruments and features of music from different genres. Evaluating and refining their work and the work of others. 		
	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 ‘<i>Shape of You</i>’ 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	‘My Musical Autobiography’ project Ability to perform a solo piece	<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	(5 weeks – practice diary and recording) • Solo recording session	(5 weeks – practice diary and recording) • Ensemble recording session • Listening task <i>Shape of You</i> by Ed Sheeran	• Listening assessments – extended analysis / comparison • <i>The Avengers</i> • <i>Schindler’s List</i>	• Listening assessments – extended analysis / comparison • <i>The Lark Ascending</i> • <i>The Rite of Spring</i>	• 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
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