

Year 9 Curriculum Overview Plan: Music

Sequence 1 Blues Performance (8-9 Bridging Unit)	Sequence 2 Composing accompaniment and melody (COVID-19 recovery Scheme of work)	Sequence 3 Film Music SOLO PERFORMANCE	Sequence 4 World Music. Composing in different genres.	Sequence 5 Cover Song Variations
<p>Key Theme: The project focuses on typical devices used in blues music with a focus on walking bass, 7th chords and improvisation. There is an emphasis on covering a song in a blues style.</p> <p>N.C 1,2,3,4,5,6</p> <p>Instrumental Skills Performing walking bass in left hand.</p>	<p>Key Theme: Students have gaps in their composition and listening skills. We have identified this during the Blues topic.</p> <p>N.C 1,2,3,4,5,6</p> <p>Instrumental Skills Bandlab – inputting notes, using automation,</p>	<p>Key Theme: Students will develop their solo performance skills through Film and Musical Film music.</p> <p>N.C 1,3,4,5,</p> <p>Instrumental Technique Keyboard: Correct finger position, 2</p>	<p>Key Theme: Reggae/African Drumming/Music from India.</p> <p>N.C 1,2,3,4,5,6</p> <p>Instrumental Technique Consolidation of African Drumming</p>	<p>Key Theme: This project uses the topics we have previously studied across KS3 to compose a cover song using musical devices, instrumentation and the elements of music associated with a specific genre.</p> <p>N.C 1,2,3,4,5,6</p>

<p>Performing 7th chords. Improvising using the Blues scale.</p> <p>Vocal Work Melisma Singing with expression using growl and differing dynamics.</p> <p>Listening Eric Clapton – Sweet Home Chicago Buddy Guy -Buddy’s Boogie. Muddy Waters – a range of songs.</p>	<p>composing a melody, automation.</p> <p>Vocal Work Focus on sequencing.</p> <p>Listening EDM genres as appropriate to the compositions of the class.</p>	<p>hands together (bass or chords), reading the notes on the treble clef, moving between hand positions.</p> <p>Guitar – fluent TAB melody over numerous strings.</p> <p>Vocal Work Rebuild confidence in singing unison. Vocalising assessment pieces.</p> <p>Yr 9 – Vocal Work – Solo performance, expression, diction, pitching.</p> <p>Listening Greatest Showman.</p>	<p>technique from year 7. Syncopated chords, bubble organ and ska stroke. Improvising using scales/rag.</p> <p>Vocal Work Call & Response Improvisation 4 part pieces.</p> <p>Listening African Drumming – Trad. Reggae – Bob Marley (3 Little Birds). Rag – Ravi Shankar</p>	
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<p>Key Concepts, Knowledge & Skills to be Embedded: Be able to perform using specific Blues techniques. Show understanding of the 12 bar blues genre and prepare us to compose a cover song.</p> <p>Links to Prior Learning: This topic builds on numerous units from years 7 and 8 including African Drumming, pop</p>	<p>Key Concepts, Knowledge & Skills to be Embedded: Compose different accompaniment patterns. Compose a melody using a sequence. Compose a melody using a minor scale Structure a song using binary, ternary or pop song structure. Listen to a range of folk songs with increasing discrimination.</p> <p>Links to Prior Learning: This topic aims to fill gaps in student's composition skills due to them being missed in year 8.</p>	<p>Key Concepts, Knowledge & Skills to be Embedded: Understand the terms leitmotif and theme. Be able to describe or explain how certain musical devices create certain effects. Improve solo performance skills.</p> <p>Links to Prior Learning: Link to the instruments of the orchestra and recap of treble clef and bass clef notation.</p>	<p>Key Concepts, Knowledge & Skills to be Embedded: Compose using musical devices associated with specific genres.</p> <p>Links to Prior Learning: Following on from music of China students now study a wide range of world music.</p>	<p>Key Concepts, Knowledge & Skills to be Embedded: Composing using specific musical devices.</p> <p>Links to Prior Learning: This unit brings together a range of skills from both performance and composition.</p>
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<p>music, chords and treble clef. Key Assessment Pieces: Blues composition and performance.</p> <p>Tier 3 Vocabulary Vault: Chords, 7th chords, walking bass, syncopation, call & response, melody and accompaniment.</p> <p>Reading Exposure History of the Blues. Blues research.</p>	<p>Key Assessment Piece: Bandlab accompaniment and melody composition. Folk Music listening quiz.</p> <p>Tier 3 Vocabulary Vault: Broken chords, comping pattern, um-cha, pedal note, conjunct, disjunct, sequence, ternary, binary.</p>	<p>Key Assessment Pieces: Solo Performance on a chosen instrument.</p> <p>Tier 3 Vocabulary Vault: Keywords associated with dynamics, tempo, expression. Keywords associated with accuracy and technical performance</p> <p>Reading Exposure: Film Music composer context.</p>	<p>Key Assessment Pieces: Portfolio of compositions. Listening quiz.</p> <p>Tier 3 Vocabulary Vault: POLYPHONIC RHYTHMS, SKANKING, RAGA INDIAN, GAT, STRUCTURE, IMPROVISATION.</p> <p>Reading Exposure: Traditions context. Instruments. Research.</p>	<p>Key Assessment Pieces: Recording of a cover song.</p> <p>Tier 3 Vocabulary Vault: COVER SONG, THEME AND VARIATION, RETROGRADE, INVERSION, RETROGRADE INVERSION,</p> <p>Reading Exposure: Composer context.</p>
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<p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Low stakes quiz. Theory into practical.</p>	<p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Listening using keywords at the start of every lesson.</p>	<p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Low stakes bass clef and treble clef quiz. Solo performance mock rehearsal.</p>	<p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Do it nows Low stakes quizzes and performances.</p>	<p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: This unit will build week on week to ensure knowledge is embedded through DINS, low stakes performances and quizzes.</p>
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