

Medium Term Planning Document: MUSIC Year 9

Curriculum Intent

The aim of the music curriculum is to build an enthusiastic, broad and creative understanding of the subject and as a tool for positively enriching the lives of young people. This will progress through each key stage, whilst building students' independence and drive to succeed.

The creative and passionate student will engage with all aspects of music, both in and out of lesson time, whilst growing their confidence and understanding of musical career opportunities. Parallel to the curriculum, there will be inclusive opportunities for solo, ensemble and whole class engagement, including the potential additions of peripatetic music lessons and diverse enrichment from network professionals, to enhance the varied and artistic curriculum.

The curriculum focusses on the three core aspects of musical opportunities: composition, performance, and theoretical knowledge. The curriculum has recently been updated to ensure a more positive progression through the key stages, ensuring that through practical music making we effectively intertwine important theoretical knowledge. The updated curriculum chronologically includes: musical elements, the creative musician, programmatic music and ensemble performance, which all aim to seamlessly transition the student into KS5. Furthermore, the updated curriculum aims to develop sustained musical ideas, discussions, and performances, alongside a growing passion for the subject.

'Why This, Why Now'

In our planning, we have asked ourselves 'why this, why now?' Here we provide some examples of the curriculum choices we have made, and why the units have been placed in the order we have chosen:

- Yr 9 begins with familiar territory with the blues scale, which allows for good theoretical knowledge recapping and a development of stronger use of chords before needing this skill to implement within Film Music
- Composition becomes the focus in year 9 to ensure basic skills are learnt in preparation for the GCSE course
- Finally, Yr 9 conclude with a piece of compositional coursework to establish a successful RAO for GCSE selection and understanding

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The Medium-Term Planning document below is designed to show the journey that every student takes through the music curriculum, leading towards a Music GCSE pathway.

Some elements of the curriculum may be taught over several lessons, others in a single lesson.

MUSIC			
Year 9 – Half Term 1			
Topic	Content	Formative Assessments?	Link(s) to an example lesson
The Creative Musician	Notation recap	Bell Work	L1.url
	Blues Scale	Recall Quizzes	L2.url
	Chords (7ths)	Mini WB formative assessment in lessons	L3.url
	Ensemble Performance	Demonstrations	L4.url
	ASSESSMENT	Performances	
		Keyboard performance	Assessment /50 – marked with GCSE criteria – accuracy/fluency/musicality/effort
Key Words: bass line, walking bass, blues, scale, scalic, sharps, flats, notation, chords, 7ths, melody, ensemble, rock n roll Evidenced on knowledge organisers and within powerpoints too.			

MUSIC			
Year 9 – Half Term 2 + 3			
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Music for Film	Orchestra (recap)		L5.url
	Leitmotif	Bell Work	L6.url
	Intervals	Recall Quizzes	L1.url
	Chromaticism	Mini WB formative assessment in lessons	L2.url
	Sound-scaping	Demonstrations	L3.url
	Composition	Performances	L4.url
	ASSESSMENT	Composition	Assessment /100

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Key Words: orchestration, instrumentation, texture, leitmotif, melody and accompaniment, soloist, intervals, chromatics, dissonance, ostinato, soundscape,
Evidenced on knowledge organisers and within powerpoints too.

Summative Assessment:

Mid-Year Assessments will take place at the end of half term 2. This will be a film music composition, to a set brief.

This assessment will inform pupil Rank Order in the subject.

- Motif /30
- Development /40
- Effort /30

- **Total = 100**

MUSIC	Year 9 – Half Term 4 + 5		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
EDM	Beat + pulse		Lesson 1
	Texture/layering	Bell Work	Lesson 2
	Structure/form	Recall Quizzes	Lesson 3
	Hooks + riffs (recap)	Mini WB formative assessment in lessons	Lesson 4
	Harmonic progression	Demonstrations	Lesson 5
	Composition	Performances	Lesson 6
	ASSESSMENT	Vocal performance	Assessment /50 – marked with the same categories at the GCSE criteria – Fluency, Accuracy and Musicality
	Key Words: BPM, metronome, EQ, filters, bars, dynamics, texture, chord progressions, sequencing, composition, structure, lyrical lines, harmonic progressions, structure, form, hook, riff		

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End of year assessments will take place at the start of half term 6. This will be a composition, inclusive of all learnt techniques over the third year.

This assessment will inform pupil Rank Order in the subject.

- Musicality /40
- Accuracy /30
- Effort /30

Total = 100

MUSIC	Year 9 – Half Term 6		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
What Makes a Good Song	Chord progressions	Bell Work Recall Quizzes	Lesson 1
	Verse/Chorus		Lesson 2
	Melody	Mini WB formative assessment in lessons	
	Harmony	Demonstrations	Lesson 3
	Cover	Performances	Lesson 4
	Performance		Lesson 5
	ASSESSMENT	Ensemble composition	Lesson 6
	Key Words: composition, lyrical, count in, conductor, verse, chorus, bridge, melody, accompaniment, chords, progressions, harmony, electronic, acoustic		

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Respect ■ Determination ■ Ambition ■ Tolerance ■ Integrity

