

<b>Subject: Music</b>		<b>Year 9</b>		<b>Course Outline 2023 - 2024</b>	
<b>Autumn 1</b> (6 Weeks)	<b>Autumn 2</b> (6 Weeks)	<b>Spring 1 and 2</b> (6 Weeks)	<b>Summer 1</b> (6 Weeks)	<b>Summer 2</b> (6 Weeks)	
<b>What are we studying? (Big idea/question(s))</b>					
<p><b>Year 9: Skills Development</b></p> <p>This will be studied through the following strands:</p> <p><b>Listening/appraising:</b> detailed focus on musical elements and contextual understanding</p> <p><b>Performing:</b> Whole class ensemble performing plus independent individual solo work</p> <p><b>Composing:</b> Exploring different styles of composition</p>					
<p>Listening/appraisal/contextual study</p> <p><b>BRITPOP</b> <b>Listening to/analysing/discussing</b> Britpop music focussing on musical elements <b>Performing</b> Don't Look Back in Anger as an ensemble on an instrument of choice.</p> <p><b>Composing</b> music to fit a given brief.</p>	<p>Listening/appraisal/contextual study</p> <p><b>COVER VERSIONS</b> <b>Performing</b> a cover version as an ensemble on an instrument of choice.</p> <p><b>Composing</b> music to fit a given brief.</p>	<p>Listening/appraisal/contextual study</p> <p><b>FILM MUSIC</b> <b>Listening</b> to and discussing a wide range of film themes</p> <p><b>Composing</b> incidental music for a James Bond trailer</p> <p>Assessment; - More formal assessment of film music composition using GCSE criteria: Use of musical elements. Selection and refinement of ideas to suit the theme.</p>	<p>Listening/appraisal/contextual study</p> <p><b>COVER VERSIONS</b> <b>Performing</b> as an ensemble</p> <ul style="list-style-type: none"> <li>- Reggae style as a full class</li> <li>- Free choice as smaller group ensembles</li> </ul> <p>Opportunities for solos and more advanced parts (such as adding a harmony) will add challenge.</p>	<p>Listening/appraisal/contextual study</p> <p><b>COMPOSING TO A BRIEF</b> <b>Composing</b> a piece in response to a brief</p> <p>Assessment; More formative assessment using GCSE criteria.</p> <p>Experience of industry style working-compositions may used to accompany a drama performance</p>	

## Why are we studying this? (skills, purpose or progression)

Students have opted to specialise in music so will focus on building skills to prepare for any future KS4 courses. The aim of the year is to provide students with as wide a variety of styles and experiences as possible through the mediums of composing, performing and listening/appraising.

### Embedding musical elements terms through listening.

Builds on previous ensemble tasks. Introduces more challenging chord sequences/parts/structure. Students beginning to specialise on one instrument in preparation for GCSE requirements. Focus on accuracy of individual parts before moving to class ensemble. Allows for in depth reflection and discussion using bi-weekly recording.

Composition demonstrates progression from previous compositions. Focussing on using musical elements. In this task students compose in response to a set brief in preparation for GCSE requirements.

Continue to embed musical element terms and students ability to recognise and articulate musical conventions and techniques. GCSE style questions introduced.

Builds on Video game work from Y8.  
Students progress in refining and selecting musical ideas for composition.  
This unity also covers possible musical careers in the film/TV industry.

Builds on Britpop. Students further embedding performing skills. Opportunities for solos and more advanced parts (such as adding a harmony) will add challenge.  
The first cover version is full class.  
Second project provides further challenge as students work in smaller group ensembles to rehearse cover versions. They will have to work together to choose appropriate repertoire. This is more reflective of the size of GCSE ensembles

Further embedding composing skills in preparation for the GCSE course  
In this task students will select appropriate musical elements and techniques to compose in response to a set brief, in a GCSE style.

In this task students compose in response to a set brief for the first time, as they will in Year 11.

How will this be assessed?			
<p><b>Performing:</b> -informal class assessment based on accuracy and expression (particularly rhythm). Performances recorded every lesson. Assessment;</p> <p><b>Composing:</b> -informal composition assessment based on the success of the piece V brief</p>	<p><b>Composition:</b> - More formal assessment of film music composition using GCSE criteria: Use of musical elements. Selection and refinement of ideas to suit the theme.</p>	<p><b>Performing:</b> Informal class performances.  Assessment; More focus on GCSE style of assessment based on GCSE criteria of accuracy and expression.</p>	<p><b>Composition:</b> Assessment; More formative assessment using GCSE criteria.  Experience of industry style working-compositions may be used to accompany a drama performance</p>
<p><b>Listening/appraising:</b>  Various listening questions and examples, some taken from GCSE past papers testing musicianship as well as just key word retrieval. Online and in person listening quizzes generating numbered score.</p>			

<b>RWCM</b>	Written answers to listening questions. Discussion of composition briefs. Frequent discussion and oracy work, Contents of lyrics, use of technology, rhythmic notation, graphic score. Key terminology work.
<b>Extra-curricular experiences</b>	Access to full range of performance extra curricular activities
<b>Careers Links</b>	Link to media through film music, drama through composing a score for a set brief. Music industry by planning a gig.
<b>Independent Learning</b>	Independent parts in all performing task- students will rehearse and explore their part individually. Individual instrumental lessons where applicable. Paired work to create compositions.
<b>Essential Equipment</b>	Basic school equipment (Black pen, Green pen, Pencil, Ruler, Rubber), keyboards, macs



EXCELLENCE • PURPOSE • AMBITION