

Unit of Learning	1	2	3	4	5	6
Topic	<u>Voice</u>	<u>Percussion</u>	<u>Keyboard Skills</u>	<u>Rock Band</u>	<u>Popular Music</u>	<u>Ensemble Composition</u>
Area of Study and links to Model Music Curriculum	Singing, Performance	Performance, Composition	Performance, Appraising	Performance, Singing	Composition, Appraising	Performance, Composition
Interrelated Dimensions of music	Pitch, Melody, Harmony	Rhythm, Texture, Structure, Dynamics, Tempo	Melody, Harmony, Rhythm	Structure, Texture, Expression, Dynamics, Tempo	Melody, Harmony, Rhythm, Texture, Timbre	Harmony, Rhythm, Structure, Expression
Skills	-Use voice as an instrument -Follow an accompaniment -Recognise and use vocal techniques	-Play within a percussion ensemble -Follow a Structure -Notate using rhythmic notation	-Playing a melody with bass line accompaniment from melodic notation -Playing the keyboard with the correct technique -Performing individually	-Playing from a graphic score on a chosen instrument -Performing and rehearsing as part of an ensemble -Performing with an awareness of audience	-Compose using melodic and rhythmic notation -Use musical software for composition -Compose for multiple instruments	-Compose using graphic scores -Compose an original piece as an ensemble -Perform an original piece as an ensemble
Knowledge	Understanding how voice can be used to create music, how to follow an accompaniment and leader and understand vocal terminology such as melisma and syllabic.	Read and write basic rhythmic notation with an understanding of how different notes dictate duration. Define rhythm, pulse and structure and be able to follow the latter as part of a class and small ensemble.	Understand how to recognise pitch from a treble and bass clef stave. Recognise which finger positions are appropriate for particular melodic lines. Understand how rhythmic and melodic notation work together.	Understand how to recognise notation from a graphic score. Understand how to rehearse as a group or ensemble. Recognise the difference between playing and performing music.	Understand how to compose melodically and rhythmically with traditional notation for instruments used within popular music, explore how texture, and modulation can be used to create a sense of structure and form.	Understand how to compose melodically and rhythmically with graphic notation for instruments used within popular music, recognise how to use rehearsal techniques within a collaborative composition.
Assessment	Class performance, continual teacher feedback, self and peer assessment, listening responses.	Class performance, continual teacher feedback, self and peer assessment, listening responses, ensemble structural compositions.	Individual class performance, continual teacher feedback, self and peer assessment, listening responses.	Class ensemble performance to audience, continual teacher feedback, self and peer assessment, listening responses, ensemble arrangements.	Sibelius score, class showcase of composition, continual teacher feedback, self and peer assessment, listening responses.	Graphic scores, class performance to audience, continual teacher feedback, self and peer assessment, listening responses.

Unit of Learning	1	2	3	4	5	6
Topic	<u>Class Ensemble</u>	<u>Group Ensemble</u>	<u>Instruments of the Orchestra</u>	<u>Popular Music</u>	<u>Ensemble Composition</u>	<u>Live Sound</u>
Area of Study and links to Model Music Curriculum	Performance, Singing	Performance, Singing	Performance, Appraising	Composition, Appraising	Performance, Composition	Performance, Appraising, Industry
Interrelated Dimensions of music	Structure, Texture, Expression, Dynamics, Tempo	Structure, Texture, Expression, Dynamics, Tempo	Melody, Harmony, Structure, Rhythm, Tempo	Melody, Harmony, Rhythm, Texture, Timbre	Harmony, Rhythm, Structure, Expression	Dynamics, Texture, Structure
Skills	<ul style="list-style-type: none"> -Playing from a graphic score on a chosen instrument -Performing and rehearsing as part of an ensemble -Performing with an awareness of audience 	<ul style="list-style-type: none"> -Playing from a graphic score on a chosen instrument -Performing and rehearsing as part of an ensemble -Performing with an awareness of audience 	<ul style="list-style-type: none"> -Performing with different voices -Playing a melody and accompaniment -Improvisation 	<ul style="list-style-type: none"> -Compose using melodic and rhythmic notation -Use musical software for composition -Compose for multiple instruments 	<ul style="list-style-type: none"> -Compose using graphic scores -Compose an original piece as an ensemble -Perform an original piece as an ensemble 	<ul style="list-style-type: none"> -Creating a live set up -Using a sound desk -Recognising and responding to balance and movement within a performance
Knowledge	Understand how to recognise notation from a graphic score. Understand how to rehearse as a group or ensemble. Recognise the difference between playing and performing music.	Understand how to recognise notation from a graphic score. Understand how to rehearse as a group or ensemble. Recognise the difference between playing and performing music.	<ul style="list-style-type: none"> -Recognising the different instrument families and how vibration creates a sound -Identifying pentatonic scales -Understand how to improvise over an accompaniment 	Understand how to compose melodically and rhythmically with traditional notation for instruments used within popular music, explore how texture, and modulation can be used to create a sense of structure and form.	Understand how to compose melodically and rhythmically with graphic notation for instruments used within popular music, recognise how to use rehearsal techniques within a collaborative composition.	Understand the equipment used within a live sound set up. Understanding the sound pathways and how these can alter a live sound.
Assessment	Class ensemble performance to audience, continual teacher feedback, self and peer assessment, listening responses, ensemble arrangements.	Class ensemble performance to audience, continual teacher feedback, self and peer assessment, listening responses, ensemble arrangements.	Solo or paired performance, continual teacher feedback, self and peer assessment, listening responses and listening test.	Sibelius score, class showcase of composition, continual teacher feedback, self and peer assessment, listening responses.	Graphic scores, class performance to audience, continual teacher feedback, self and peer assessment, listening responses.	Performance response and written paper assessing the understanding of live sound equipment.

Subject: Music

Year 9: Year Overview



Unit of Learning	1	2	3	4	5	6
Topic	<u>Class Ensemble</u>	<u>Group Ensemble</u>	<u>Protest</u>	<u>Ensemble Composition</u>	<u>Film Music</u>	<u>Composition to Brief</u>
Area of Study and links to Model Music Curriculum	Performance, Singing	Performance, Singing	Performance, Appraising	Performance, Composition	Performance, Composition	Performance, Singing
Interrelated Dimensions of music	Structure, Texture, Expression, Dynamics, Tempo	Structure, Texture, Expression, Dynamics, Tempo	Melody, Harmony, Rhythm	Harmony, Rhythm, Structure, Expression	Rhythm, Texture, Structure, Dynamics, Tempo	Structure, Texture, Expression, Dynamics, Tempo
Skills	<ul style="list-style-type: none"> -Playing from a graphic score on a chosen instrument -Performing and rehearsing as part of an ensemble -Performing with an awareness of audience 	<ul style="list-style-type: none"> -Playing from a graphic score on a chosen instrument -Performing and rehearsing as part of an ensemble -Performing with an awareness of audience 	<ul style="list-style-type: none"> -Playing in a genre specific style -Composing lyrics -Playing whilst singing 	<ul style="list-style-type: none"> -Compose using graphic scores -Compose an original piece as an ensemble -Perform an original piece as an ensemble 	<ul style="list-style-type: none"> -Performing with different voices -Playing a melody and accompaniment -Improvisation 	<ul style="list-style-type: none"> -Compose using melodic and rhythmic notation -Use musical software for composition -Compose for multiple instruments
Knowledge	Understand how to recognise notation from a graphic score. Understand how to rehearse as a group or ensemble. Recognise the difference between playing and performing music.	Understand how to recognise notation from a graphic score. Understand how to rehearse as a group or ensemble. Recognise the difference between playing and performing music.	Understand how and why music can be made to make a protest more powerful. Recognise and implement genre specific techniques. Understand how to compose lyrics to create flow and rhythm within an original composition.	Understand how to compose melodically and rhythmically with graphic notation for instruments used within popular music, recognise how to use rehearsal techniques within a collaborative composition.	<ul style="list-style-type: none"> -Recognising the different instrument families and how vibration creates a sound -Identifying pentatonic scales -Understand how to improvise over an accompaniment 	Understand how to compose melodically and rhythmically with traditional notation for instruments used within popular music, explore how texture, and modulation can be used to create a sense of structure and form.
Assessment	Class ensemble performance to audience, continual teacher feedback, self and peer assessment, listening responses, ensemble arrangements.	Class ensemble performance to audience, continual teacher feedback, self and peer assessment, listening responses, ensemble arrangements.	Class ensemble performance to audience, continual teacher feedback, self and peer assessment, listening responses, ensemble arrangements.	Graphic scores, class performance to audience, continual teacher feedback, self and peer assessment, listening responses.	Solo or paired performance, continual teacher feedback, self and peer assessment, listening responses and listening test.	Sibelius score, class showcase of composition, continual teacher feedback, self and peer assessment, listening responses.

Work Hard | Be Kind | Aim High | Show GRIT

Half terms	1 & 2	3 & 4		5 & 6	
Unit	<u>Unit 5</u> <u>Introducing Performance</u>	<u>Unit 5</u> <u>Introducing Performance</u>	<u>Unit 1</u> <u>The Music Industry</u>	<u>Unit 1</u> <u>The Music Industry</u>	<u>Unit 4</u> <u>Introducing Composition</u>
Skills	<ul style="list-style-type: none"> -Rehearsal Technique -Listening Skills -Ensemble Rehearsal -Performing in front of an audience -Reviewing a Performance 	<ul style="list-style-type: none"> -Rehearsal Technique -Listening Skills -Ensemble Rehearsal -Performing in front of an audience -Reviewing a Performance 	<ul style="list-style-type: none"> -Venues and live performance -Health, Safety and Security -Production and Promotion -Service Companies and Agencies -Unions 	<ul style="list-style-type: none"> -Venues and live performance -Health, Safety and Security -Production and Promotion -Service Companies and Agencies -Unions 	<ul style="list-style-type: none"> -Use of composition software -Compositing to a brief -Composition for media -Extending and developing compositions -Presenting musical ideas
Knowledge	Understand how to research and acquire instrumental and vocal music, self-regulate solo rehearsal and collaborate within an ensemble rehearsal. Plan and review rehearsals with an understanding of target setting. Prepare a performance space with appropriate consideration of ensemble and audience. Understand how to present contrasting pieces to an audience and review success.	Understand how to research and acquire instrumental and vocal music, self-regulate solo rehearsal and collaborate within an ensemble rehearsal. Plan and review rehearsals with an understanding of target setting. Prepare a performance space with appropriate consideration of ensemble and audience. Understand how to present contrasting pieces to an audience and review success.	Understand how the different factions and companies within the music industry contribute to the world of music, how they work and rely on each other. Recognise the different roles within each organisation and the qualities required to be successful within the music industry. Understand the business practices and the opportunities that exist within the music industry.	Understand how the different factions and companies within the music industry contribute to the world of music, how they work and rely on each other. Recognise the different roles within each organisation and the qualities required to be successful within the music industry. Understand the business practices and the opportunities that exist within the music industry.	Understand how to compose with traditional notation using industry standard music software. Develop and shape musical ideas to compliment images on screen. Develop ideas exploiting the interrelated dimensions of music. Understand how to present compositions in both written and audio formats to a professional finish.
Assessment	Learning aim A: Develop your music performance skills and review your own practice – 2A.1, 2A.2 Learning aim B: Use your music performance skills within rehearsal and performance – 2B.1, 2B.2	Learning aim A: Develop your music performance skills and review your own practice – 2A.1, 2A.2 Learning aim B: Use your music performance skills within rehearsal and performance – 2B.1, 2B.2	External Assessment Learning Aim A: Understand different types of organisations that make up the music industry Learning Aim B: understand job roles in the music industry	External Assessment Learning Aim A: Understand different types of organisations that make up the music industry Learning Aim B: understand job roles in the music industry	Learning aim A: explore creative stimuli to meet a brief – 2A.1 Learning aim B: develop, extend and shape music for performances – 2B.2, 2B.3 Learning aim C: present compositions appropriately – 2C.4

Half terms	1 & 2		3 & 4	5	
Unit	<u>Unit 4</u> <u>Introducing Composition</u>	<u>Unit 2</u> <u>Managing a Music Product</u>	<u>Unit 2</u> <u>Managing a Music Product</u>	<u>Unit 2</u> <u>Managing a Music Product</u>	
Skills	<ul style="list-style-type: none"> -Use of composition software -Compositing to a brief -Composition for media -Extending and developing compositions -Presenting musical ideas 	<ul style="list-style-type: none"> -Plan, develop and deliver a music product -Promote a music product -Review the management of a music product 	<ul style="list-style-type: none"> -Plan, develop and deliver a music product -Promote a music product -Review the management of a music product 	<ul style="list-style-type: none"> -Plan, develop and deliver a music product -Promote a music product -Review the management of a music product 	
Knowledge	Understand how to compose with traditional notation using industry standard music software. Develop and shape musical ideas to compliment images on screen. Develop ideas exploiting the interrelated dimensions of music. Understand how to present compositions in both written and audio formats to a professional finish.	Appreciate how to work as part of a focus group to identify develop and a deliver a music product. Research and understand advertising techniques in order to promote and sell the chosen product. Critically review the management of the product in after it is presented to an audience in order to identify success and future improvement.	Appreciate how to work as part of a focus group to identify develop and a deliver a music product. Research and understand advertising techniques in order to promote and sell the chosen product. Critically review the management of the product in after it is presented to an audience in order to identify success and future improvement.	Appreciate how to work as part of a focus group to identify develop and a deliver a music product. Research and understand advertising techniques in order to promote and sell the chosen product. Critically review the management of the product in after it is presented to an audience in order to identify success and future improvement.	
Assessment	Learning aim A: explore creative stimuli to meet a brief – 2A.1 Learning aim B: develop, extend and shape music for performances – 2B.2, 2B.3 Learning aim C: present compositions appropriately – 2C.4	Learning aim A: plan, develop and deliver a music product – 2A.1, 2A.2 Learning aim B: promote a music product – 2B.3 Learning aim C: review the management of a music product – 2C.4	Learning aim A: plan, develop and deliver a music product – 2A.1, 2A.2 Learning aim B: promote a music product – 2B.3 Learning aim C: review the management of a music product – 2C.4	Learning aim A: plan, develop and deliver a music product – 2A.1, 2A.2 Learning aim B: promote a music product – 2B.3 Learning aim C: review the management of a music product – 2C.4	