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| **Year 9 Curriculum Overview [2023-2024]**  **Subject Music** | | | | | | |
| **Autumn Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **HT1** | How film music is created. | * The purpose of film music * Diegetic and non- diegetic sounds. * Leitmotif * Thematic transformation | Do Now task  Music appraising tasks | Aural skills  Reading | Planning  Determination  Cooperation |  |
| **HT2** | To compose a gaming music piece. | * Why music is used in games * Gaming music techniques * How gaming composers influence the musical elements. | Do Now task  Music appraising tasks | Musical Notation | Reasoning  Commercial Awareness | Performing your gaming composition. |
| **Year 9 Curriculum Overview [2023-2024]**  **Subject Music** | | | | | | |
| **Spring**  **Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **HT3** | What makes a good pop song | * Harmony in popular music * How riffs are used in popular songs. * Features of a successful melody. * Structural elements of a popular song. * Textural elements of pop music. | Do Now task  Music appraising tasks | Aural skills  Reading | Planning  Determination  Cooperation | Performing a pop song as an ensemble. |
| **HT4** | Composing your own song | * Use of elements music effectively. * Composing a riff * Creating a successful chord pattern. * Composing a melody * Lyric writing. * Composing lyrics | Do Now task  Music appraising tasks | Lyric writing-poetry skills | Creativity  Communication  Self-discipline  Teamwork  Oracy  Problem Solving | MCQ for declarative knowledge  Ensemble performance of students’ own song. |
| **HT4** | Creating your own protest song. (To write music to a brief.) | * To recognise and use elements of music effectively * Perform as part of a group * Composing lyrics * the use of different purposes of music * song structure | Do Now task  Music appraising tasks  . | Lyric writing  Aural skills | Creativity  Communication  Problem solving | Performing your protest song.  Assessing lyric and chord writng. |
| **Year 9 Curriculum Overview [2023-2024]**  **Subject Music** | | | | | | |
| **Summer**  **Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **HT 5** | Classical Music |  | Do Now task  Music appraising tasks | Aural skills  Reading | Planning  Determination  Cooperation | Performing a pop song as an ensemble. |
| **HT 6** | Record a song as a band. | * Perform in time as an ensemble * rehearse independently. * Recording studio set up. | Do Now task  Music appraising tasks | Oral communication | Negotiating  Team work  Communication | Successfully record and perform as an ensemble. |