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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 taskMusic appraising tasks | Aural skillsReading | PlanningDeterminationCooperation |  |
| **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 taskMusic appraising tasks | Musical Notation | ReasoningCommercial 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 taskMusic appraising tasks | Aural skillsReading | PlanningDeterminationCooperation | 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 taskMusic appraising tasks | Lyric writing-poetry skills | CreativityCommunicationSelf-disciplineTeamworkOracyProblem Solving | MCQ for declarative knowledgeEnsemble 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 taskMusic appraising tasks. | Lyric writingAural skills | CreativityCommunicationProblem 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 taskMusic appraising tasks | Aural skillsReading | PlanningDeterminationCooperation | 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 taskMusic appraising tasks | Oral communication | NegotiatingTeam workCommunication | Successfully record and perform as an ensemble. |