

# YEAR 9 MUSIC CURRICULUM PROGRESSION OVERVIEW

In Year 9, students continue to develop their knowledge and enjoyment of music through practical music-making on keyboards, percussion instruments, through regular singing and the use of music technology. They explore the elements of music whilst developing their performing, composing and listening skills. They experience music in a variety of genres, styles and contexts.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	All About That Bass	Improvisation and the 12-Bar Blues	Music for Film	The Popular Song	Electronic Dance Music	Summer Performance Project
Core Knowledge/ Threshold Concept	<ul style="list-style-type: none"> <li>• Revision of bass clef and ledger lines</li> <li>• Perform a variety of bass lines reading the bass clef (Bass riffs, walking bass lines and ground bass)</li> <li>• Learn about a variety of bass clef instruments</li> <li>• Compose a ground bass to a given chord progression</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about the social and historical context of Blues music and its influence</li> <li>• Learn about features of the Blues style</li> <li>• Perform a 12-bar Blues chord progression</li> <li>• Perform a Blues piece</li> <li>• Improvise over a 12-bar Blues chord progression</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about the context and history of film music including some famous composers</li> <li>• Learn about the conventions used to achieve different effects and moods in film music</li> <li>• Learn about ways in which composers extend and develop motifs</li> <li>• Learn how to compose a soundtrack using a DAW e.g. Cubase</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about the history and context of the popular song</li> <li>• Learn about different styles of popular music</li> <li>• Learn how to identify the key structural features of popular songs</li> <li>• Compose a chord progression</li> <li>• Perform popular songs as part of an ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about the context of dance music</li> <li>• Learn about how dance music is structured</li> <li>• Learn about the use of texture and devices in dance music</li> <li>• Compose a dance track using a DAW e.g. Cubase</li> </ul>	<ul style="list-style-type: none"> <li>• Develop instrumental skills according to different abilities and experience</li> <li>• Perform as an individual and as part of a group</li> <li>• Developing ensemble skills by working in small groups</li> </ul>
Why this learning now?	Learning is deliberately sequenced having considered what core knowledge is required to unlock deeper understanding of a topic and the ability to make connections between topics so that when implementing this intent, teachers can effectively and explicitly draw attention to where a keyword/concept/behaviour/pattern etc has been seen before and effectively expose the relationship to the current topic through questions such as: Where have we seen this before? What does this remind us of? How does this have a relationship with what happened previously? How does our understanding of the previous concept inform our understanding of this one? and hence facilitate better learning.					
	This topic builds on the Bass Clef and Theme and Variation topics in Year 8. It also links to	This topic links to the Pentatonic Scale topic in Year 7 and Exploring Scales and Modes topic	This topic builds upon the descriptive music topics in Years 7 and 8. It also links to GCSE	This topic links with the Form and Structure topics in Years 7 and 8; also, with the Chords	This topic links with Year 9, Autumn Term 2, The Popular Song. It also links to Chords in	This topic links to the ongoing development of keyboard skills throughout Key Stage 3

	GCSE Music Area of Study 2: Vocal Music	in Year 8. Through exploring the 12-bar blues chord progression, it also links to the Chords topic in Year 8	through Area of Study 3: Music for Stage and Screen. It links to both GCSE and BTEC Music through the use of a DAW	topic in Year 8. It also links with BTEC Music which develops the topic further.	Year 8 and Musical Devices, Year 7. It links to both GCSE and BTEC Music through the use of a DAW	Music. It also links with BTEC and GCSE Music which both have performing components.
Assessment Opportunities:	At the end of each unit students will complete a summative assessment based on one of the key skills; performing, composing, listening, theory/knowledge. This will be complimented by a range of other assessments in the run up to the summative assessments (see below)					
	Recall and retrieval questions at the beginning of each lesson on prior learning.  Retrieval questions at the end of each lesson based on content of that lesson.  Home learning tasks  Keyboard performance	Recall and retrieval questions at the beginning of each lesson on prior learning.  Retrieval questions at the end of each lesson based on content of that lesson.  Home learning tasks  12-Bar Blues Keyboard Performance and Improvisation	Recall and retrieval questions at the beginning of each lesson on prior learning.  Retrieval questions at the end of each lesson based on content of that lesson.  Home learning tasks  Composing a Sound Track	Recall and retrieval questions at the beginning of each lesson on prior learning.  Retrieval questions at the end of each lesson based on content of that lesson.  Home learning tasks  Listening Assessment	Recall and retrieval questions at the beginning of each lesson on prior learning.  Retrieval questions at the end of each lesson based on content of that lesson.  Home learning tasks  Composing a Dance Track  Year 9 Exam	Recall and retrieval questions at the beginning of each lesson on prior learning.  Retrieval questions at the end of each lesson based on content of that lesson.  Home learning tasks  Performing
Learning at Home	Two home learning tasks are set every topic on Microsoft Teams, students are provided with a knowledge organiser to support their home learning. These consist of a topic knowledge task and a wider listening task.					
	<b>Topic Knowledge:</b> Bass lines <b>Wider Listening:</b> Canon in D (Pachelbel)	<b>Topic Knowledge:</b> The Blues <b>Wider Listening:</b> Thinking Blues (Bessie Smith) Don't Stay Out All Night (Billy Boy Arnold)	<b>Topic Knowledge:</b> Film Music <b>Wider Listening:</b> Works by Zimmer, Williams and Silvestri	<b>Topic Knowledge:</b> The Popular Song <b>Wider Listening:</b> Exploring a range of popular styles	<b>Topic Knowledge:</b> Dance Music <b>Wider Listening:</b> Salt Water (Chicane)	<b>Topic Knowledge:</b> Performing Technique <b>Wider Listening:</b> In the Hall of the Mountain King Pirates of the Caribbean

		Layla (Eric Clapton)				Clocks
Key Vocabulary	Harmony Accompaniment Texture Polyphonic Ground Bass Chord Progression	Blues Scale Blue Note Chord Progression Improvisation Lyrics Work Songs Spirituals	Devices Tempo Dynamics Soundtrack Leitmotif Ostinato Drone Mickey-Mousing Juxtaposition	Structure Chord progression Verse Chorus Bridge Outro Riff Hook Lyrics	Digital Audio Workstation (DAW) Chord Progression Loop Reverb Panning Fader Breakdown BPM	Treble Clef Bass Clef Sharp Flat Ostinato Riff
Spiritual, Moral, Social and Cultural concepts covered	<p><b>Provision for the spiritual development of pupils:</b> When composing students use their imagination and creativity</p> <p><b>Provision for the moral development of pupils:</b> Through learning about the context of Blues music, students explore the moral and ethical issues relating to the history of black Americans</p> <p><b>Provision for the social development of pupils:</b> Through singing and performing music together, students use a range of social skills</p> <p><b>Provision for the cultural development of pupils:</b> By exploring a range of musical styles in historical and cultural contexts, students develop their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.</p>					
Links to careers and the world of work	<p>All aspects of the Year 9 music curriculum develop skills related to careers in the music industry including:</p> <p>Performing Composing for film, video games and popular music Music technology</p> <p>Transferable employability skills include:</p> <p>Creativity The ability to collaborate and work with others Understanding patterns through listening and analysing music Developing confidence when performing to others</p>					