

Year 9 Music Curriculum Plan

	Key concept	Overview of the unit	Assessment	Cross Curricular Skills	Suggested reading material and websites:
<i>Autumn Term 1: Notation and Groundbass</i>	Linked to GCSE AoS2 – Vocal Music and Purcell - Music for a While and basic notation reading skills	<p>Students learn how to read and interpret a basic score and react appropriately to simple pitch and rhythm, time and key signatures, tempo and dynamic markings. Students will perform in pairs or small groups.</p> <p>Students are able to identify and describe the features of Groundbass, Drone and Pedal notes and link these to the GCSE set work.</p> <p><u>Honours Doing</u> Students perform more than one part simultaneously as a solo</p>	<p>Performance assessment at the end of the unit – Pachelbel's Canon in D performed individually, in pairs or as a group of 4.</p> <p>Focus on development of notation reading and keyboard skills.</p>	<p>SMSC – Consider for social and historical context in which the music was composed</p> <p>Numeracy – Counting, subdividing rhythms, staying in time for performances</p>	<p>http://www.bbc.co.uk/schools/gcsebitesize/music/elements_of_music/harmony_and_tonality4.shtml</p> <p>Honours Thinkers: https://qualifications.pearson.com/content/dam/pdf/GCSE/Music/2016/teaching-and-learning-materials/Purcell_Music_for_a_While_set_work_support_guide.pdf</p>
<i>Autumn Term 2: Notation and Minimalism</i>	Linked to GCSE composition and basic notation writing skills	<p>Pitch and rhythm recognition and score correction from errors starters.</p> <p>Students revise Minimalism knowledge from year 8 and build on this to compose and perform their own Minimalist compositions this half term.</p> <p>Students continue to focus on developing notation writing skills and ability to transcribe musical intentions to paper using various scoring methods. Including Western Classical notation, graphic scores, annotating ideas, composition grids, composing logs etc.</p>	<p>Composition assessment at the end of the unit – Minimalist compositions written in pairs.</p> <p>Listening test mid-way through the unit.</p> <p>Students assessed on both the quality of the composition and the accuracy of the notation.</p>	<p>Literacy- learning unfamiliar vocabulary, revising Minimalism keywords</p> <p>Numeracy – adding note values, fractions and working with time signatures, pulse, rhythm and tempo</p>	<p>http://www.bbc.co.uk/schools/gcsebitesize/music/music_20th_century/reich3.shtml</p> <p>https://www.bbc.co.uk/music/articles/9147162a-f36f-41df-a67a-9952d41c161e</p> <p>http://www.classicfm.com/discover-music/periods-genres/modern/minimalism-guide/</p>



<p>Spring Term 1: Programme Music/ Music for stage and screen</p>	<p>Linked to GCSE AoS3 – Music for Stage and Screen – John Williams – Star Wars Main Theme</p>	<p>Orchestral instrument recognition exam style question starters.</p> <p>Students listen to a number of pieces of programme music written to accompany narratives or for specific intentions, and the development of these over time.</p> <p>Students look at the features of Film Music and the music of John Williams, with a particular focus on Star Wars.</p> <p>Students are tested on their aural ability to identify themes, motifs and features in the music both aurally and visually from the score, and learn to answer an exam style essay question.</p> <p>Final assessment will be performance based.</p>	<p>Performance assessment mid-way through the unit – performance of a popular film theme on instrument of the student's choice.</p> <p>Listening test mid-way through the unit.</p> <p>Performance assessment at the end of the unit – performance of the Star Wars theme on an instrument of the student's choice.</p> <p>Wider listening exam style question at end of the unit.</p>	<p>Literacy – Essay writing skills lesson developed alongside English teachers</p> <p>SMSC – consider the role of programme music throughout history and how this has developed over time</p>	<p>https://www.youtube.com/watch?v=XEm5X6Conz8</p> <p>From page 154: http://www.rhinegoldeducation.co.uk/uploads/files/Sample_copy_EDEXCEL_Study_Guide_AOS3.pdf</p> <p>Honours Thinkers: http://qualifications.pearson.com/content/dam/pdf/GCSE/Music/2016/teaching-and-learning-materials/Star_Wars_set_work_support_guide_29_03_2016.pdf</p>
<p>Spring term 2: Independent project</p>	<p>Developing individual style, creativity and independent learning</p>	<p>Students work independently to research a genre of their choice and produce a portfolio to evidence their research.</p> <p>The portfolio must contain:</p> <ul style="list-style-type: none"> • A composition • A solo performance • A presentation of research findings • A written evaluation of the style and case study of composer or artist <p>Lessons are structured so that assessment takes place at fortnightly intervals throughout the half term; a portfolio is produced at the end of the unit.</p>	<ul style="list-style-type: none"> • A composition • A solo performance • A presentation of research findings <p>A written evaluation of the style and case study of composer or artist</p>	<p>ICT- all research conducted on iPads or school laptops. Presentations given to include interactive element.</p>	<p>All resources will be provided and put onto SMHW.</p> <p>Model examples from past year groups will be made available to students before the unit starts.</p>



<p>Summer Term 1: Jazz, Blues and Improvisation</p>	<p>Linked to GCSE AoS4 – Fusions – Esperanza Spalding – Samba Em Preludio</p>	<p>Blues features aural and score recognition starters.</p> <p>Students become familiar with the 12 Bar blues and the history of the Blues genre from the slave trade.</p> <p>Students learn the structure, walking bass lines, and how to improvise on a Blues scale, followed by developing small group ensemble performances based on the 12 Bar blues.</p> <p>Score analysis of Samba Em Preludio and link back to blues features. GCSE listening exam style questions</p>	<p>Composition assessment mid way through the unit – 12 Bar Blues composition to include improvisation on Blues scale on instrument of student's choice</p> <p>Listening test mid-way through the unit.</p> <ul style="list-style-type: none"> Performance assessment at the end of the unit – paired performance of Samba Em Preludio 	<p>Literacy – Keywords and vocabulary added to back of books, translation of lyrics from Spanish into English</p> <p>SMSC – history and development of the Blues as part of other cultures. Race and equality in America.</p>	<p>https://www.youtube.com/watch?v=vnaorRAXhmU - 12 bar blues informative video</p> <p>https://www.youtube.com/watch?v=YLG871tKZUM - TED Talk</p> <p>https://www.youtube.com/watch?v=oWd6UvAnKdo - Esperanza Spalding</p>
<p>Summer Term 2: Revision</p>	<p>Listening exam preparation and solo performance</p>	<p>Students practice exam style questions in the following formats: multiple choice, compare and contrast, instrument and element recognition, wider listening, dictation and essay questions.</p> <p>Students prepare and perform a solo on an instrument of their choice in GCSE performance conditions. Students become familiar with the mark scheme and use peer assessment to review, analyse and evaluate one another's performances.</p> <p>Students performing particularly well-rehearsed pieces invited to perform at end of year high achievers concert.</p>	<p>GCSE style listening exam mid-way through the term.</p> <p>Exam style questions in class and set for homework in preparation for the exam.</p> <p>Solo performance exam.</p>	<p>Literacy – Keyword revision using glossaries at back of books</p> <p>Numeracy – familiarising students with mark schemes for both units. Converting marks into final grades.</p>	<p>Exam questions and revision materials shared in advance of the exams in preparation.</p> <p>Students set past papers as homework.</p> <p>Further suggested preparation can be done here: http://www.bbc.co.uk/schools/gcsebitesize/music/elements_of_music/</p>