

Music (26/27)
Year 9 Topics

In year 9 we teach the following modules over the course of the year.

Each unit covers the **core skills and enrichment** below:

- **Performance skills** – playing individually composed rhythms within a group structured piece.
- **Listening skills:** General Listening - Team work. Listening to other students' ideas and working collaboratively on their piece, sharing ideas for performing and composing. Musical listening: Listening to a range of music from the style studied and through composition and performance
- **Oracy:** through classroom based and group discussion.
- **Creativity:** develop composition skills by composing an individual and in a group. Students will develop and extend ideas, make decisions, collaborate and refine musical ideas.
- **Self-managers:** Working within the constraints of a musical style and time to produce a successful piece of music.
- **Effective participators:** taking responsibility for the quality of their work and providing constructive feedback on the work of others in the class.
- **Reflective learners:** Evaluating their own performance(s) against criteria and identifying targets for future performance.
- **Wider enrichment:** Listening to a range of music in and related to the particular style. Attend/watch live concert when opportunities arise.

Topic	Rationale (Layering, why this, why now? Linking/looking)	Knowledge Goals Declarative (to know that...)/Procedural (to know how to...)/ Conditional (to know when/why...) To know that when performing/rehearsing/discussing you need to...	Key vocabulary (Tier 3)
9^1 Samba Drumming (Aut 1/2 = 7/8 weeks) Summative 1	Linking: This unit builds on the drumming units from year 7 & 8. The unit will focus on more complex rhythms and develop students' knowledge and skills of playing in an ensemble. Compared to the previous units, Samba has a range of instruments and will challenge student's ensemble playing skills. Laddering: As an ensemble perform the Samba piece 'Simple!' applying the following devices effectively: ✓ Polyrhythm ✓ Call and response ✓ Ostinato ✓ Syncopation ✓ Groove ✓ Apito To understand, recognise and apply key terminology through listening/theory-based questions Looking: Prepares students for GCSE Music ensemble performing unit.	1. To know the origins of Samba. To know which instruments are used in Samba music. To know what son clave rhythm is.	Polyrhythm Call and response Ostinato Syncopation Son clave rhythm
		2. To know how to play a samba instrument. To know how to play in an ensemble (group).	Polyrhythm Call and response Ostinato Syncopation Son clave rhythm
		3. To know how to play the groove for the piece 'Word' To know how to play the call and response.	Polyrhythm Call and response Ostinato Groove Apito
		4. To know how to play 'Word' with accuracy and excellent timing! To know how to perform at your best for an assessment recording!	Polyrhythm Call and response Ostinato Groove Apito
		5 & 6 To know how to play the groove for the piece 'Simple' To know how to play the call and response.	Polyrhythm Call and response Ostinato Groove Apito
		7&8 To know how to play 'Simple' with accuracy and excellent timing! To know how to perform at your best for an assessment recording!	Polyrhythm Call and response Ostinato Groove Apito

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9^2 The Blues (Autumn 1/2: Formative)	Linking: Year 7 African drumming unit <i>(call & response, African songs)</i> Yr 7 Off beat Unit <i>(syncopation rhythm)</i> Laddering: To know the SCH context of Blues Music. To compose a short piece of blues music, on music software, applying the key features effectively To understand, recognise and apply key terminology through listening/theory-based questions Looking: Prepares students for GCSE Music: composing and appraising.	1 To know that blues is a style of music that is defined by emotional lyrics and a melancholy sound. To know that Blues music developed from African music. To know the key features of Blues music.	African American Work songs Call and response Key Features: 12-bar blues structure - Walking bass - Chords - Improvisation - Blues scale (flattened notes) - Call and response Blues 12 Bar Blues chord sequence Rhythm 7th chords.
		2. To know how to play the 12-bar blues <i>(what it is/how to play/listening)</i>	Structure: 12 bar blues (3 sections, 4 bars each) Chords Blues scale
		3 To know how to improvise using the Blues scale <i>(What the Blues scale is/improvisation)</i> To know what the Blues scale is and how it is used in the Blues style.	Improvisation Blues scale Chords Flattened notes Syncopation Blues scale Blue notes
		4 To know that the walking bass line is...	Walking Bass Bass guitar Tempo

		To know how the Walking Bass line fits in with the 12-bar blues (<i>Bass clef/Listening/recognition</i>) To know what call and response is and how it is used in the Blues style.	Call and response Blues scale
		5 To know how to combine blues features together (<i>12 bar blues/improvisation/walking bass line</i>) To know what improvisation is and how it is used in the Blues style.	Key Features: • 12-bar blues structure • Walking bass • Chords • Improvisation • Blues scale (flattened notes) • Call and response Improvisation Blues scale
		6 To know how to appraise my blues piece and identify areas for improvement. To know what a walking bass line is and how it is used in the Blues style.	Improvisation Blues scale Walking bass line
		7 To know how the blues has influenced music today.	

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9^3 Film Music Spring 1: formative (6 wks) Spring 2: Summative 2(Composing) (6 wks)	Linking: This unit builds on the composition work completed in Year 7 & 8. This unit builds on the melodic development and harmonic structure from previous units. This unit will focus on musical expression and composing for a purpose through the use of music software. Laddering: To compose a short piece of film music on music software from one of three briefs given, focusing on musical expression. To choose and apply the key features of Film Music effectively to suit the brief they have chosen. To understand, recognise and apply key terminology through listening/theory-based questions	1. To know what cluster chords are and how they can be used to create suspense.	Semitone Cluster chord
		2. To know how to use semitones to create an uneasy sounding melody.	Semitones Cluster chords Chromatic Sharp # Natural
		3. To know that a pedal can be used to create tension in music.	Musical elements Pedal Chords
		4. To know that a triplet rhythm can be used to effectively create a leitmotif suitable for a hero. To know that the interval of a perfect 5th can be used to effectively create a leitmotif suitable for a heroic character.	Triplet Rhythms Perfect 5th (interval) Leitmotif
		5. To know that an ostinato is a short repeated musical pattern.	Ostinato
		6. To know that a composing brief instructs the composer to create music for a specific purpose.	Composing brief Semitone Cluster chord Triplets Major chord

	<u>Looking:</u> Prepares students for GCSE Music composing and appraising.		Ostinato Pedal/inverted pedal Perfect 5th
		HALF TERM	
		7. To know that experimenting with musical ideas will allow you to find ones you think are suitable for your chosen brief.	Composing brief Semitone Cluster chord Triplets Major chord Ostinato Pedal/inverted pedal Perfect 5th
		8,9, 10, 11 To know how to apply the techniques for film music effectively. To know when to appraise and improve my composition.	Composing brief Semitone Cluster chord Triplets Major chord Ostinato Pedal/inverted pedal Perfect 5th
		12. To know how to appraise my own and others compositions effectively.	Appraise Opinion Justify

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9^4 Singing Summer 1: formative Homophonic: ‘Stand by me’ by Ben E. King /Bohemian Rhapsody (Queen)/Counting Stars (One Republic) Polyphonic: Hamilton ‘The Schuyler sisters’	Linking: This singing unit builds on the year 8 singing unit where students mastered chordal harmony in two parts. Hamilton song – builds on Yr 8 ‘Hip Hop’ Laddering: This unit focus’ on students learning how to sing in homophonic and/or polyphonic harmony. Homophony (parts moving together in the same rhythm with different pitches/harmonies). To perform with a sense of ensemble including observing phrasing, accurate pitching & dynamic contrast. To understand, recognise and apply key terminology through listening/theory-based questions.	L1 To know how to warm up your voice to prepare it for singing. To know the term homophonic harmony To know how to sing in perfect rhythmic unison while understanding texture. OR To know the term polyphonic harmony. To know how to perform a polyphonic phrase applying rhythmic unison	Homophonic <u>Elements:</u> rhythm, texture Polyphonic <u>Elements:</u> rhythm (syncopation), texture Unison
		L2 To know how to maintain an independent pitch line against the melody using identical rhythm. OR To know how to apply pitch accuracy and the main vocal melody.	Triad Pitch Rhythm Ostinato Melody Pitch
		L3 To know that High Harmony is the 3rd interval above the melody.	High harmony Interval Melody

		To know how to apply a third harmonising line. OR To know how to apply chordal blending and learning independent parts.	
		L4 To know how to combine bass, melody, and high harmony successfully OR To know that Interlocking melodies can be called rhythmic rounds or canons. To know how to sing different parts simultaneously	Layering Bass Melody High harmony Interlocking melodies Polyphonic
		L5 To know how to apply the "Alto/Inner" harmony line to fill out the triad chord OR To know how to apply dynamic swells (crescendos) effectively. To know how to transition between the sung harmonies and the syncopated rap sections effectively.	Alto Harmony Triad chord Sustain A Capella Dynamic swells Transitions Harmonies Syncopated rap (a vocal delivery style where the rapper deliberately places the heaviest accents, words, or rhymes on the weak beats or the spaces between the steady metronome ticks)

		L6 To know how to perform and evaluate the homophonic texture. OR To know how to perform as an ensemble showing musicality, expression, and stylistic delivery	Pitch Blending Texture Ensemble <u>Performing skills:</u> Musicality Expression Stylistic delivery
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