

2015 - 2016 Curriculum Overview

Music

Year 9

Within each Area of Study students will be encouraged to choose their own specialisms with regard to Piano, Guitar, Vocals, ICT or any other specialism they have.

	Area of Study	What will All students learn?	What will the most able students learn?	What skills are developed and assessed?
Term 1	<p>Making Arrangements This unit explores: the structure and effect of variation and arrangement in a variety of different music; the use of musical elements and devices in variations, arrangements, remixes and mash-ups.</p>	<p>Most pupils will demonstrate their knowledge and understanding by:</p> <ul style="list-style-type: none"> identifying different musical devices and elements in a musical variation on a theme composing a set of variations on a chosen theme identifying musical features in different arrangements of the same popular song creating a different arrangement of a song as part of a group. 	<p>Some pupils will have progressed further and will demonstrate their knowledge and understanding by:</p> <ul style="list-style-type: none"> commenting on the different effects achieved by using variation form composing a set of variations using tonality as a means of variation composing a set of variations using a range of different ideas and techniques using the resources available to create an arrangement of a song as part of a group. 	<p>Listening: listening to theme and variations and a popular song in different arrangements, making comparisons and recognising how features have been changed.</p> <p>Performing: opportunities to develop ensemble performing skills by performing variation compositions and popular song arrangements.</p> <p>Composing: composing and arranging a set of musical variations on a theme and arranging a popular song in a different style.</p>

Term 2	<p>Chords into Jazz: This unit explores: the structure and effect of chords in jazz music; the use of chord sequences and walking bass lines in jazz; the use of jazz chords in music from the stage and popular song.</p>	<p>Most pupils will demonstrate their knowledge and understanding by:</p> <ul style="list-style-type: none"> • identifying and appraising the use of chords in a variety of jazz music • adding notes to the 12-bar blues chord sequence and performing this as a walking bass line in the key of C • composing a piece of jazz that uses primary chords, added note chords and improvisation. 	<p>Some pupils will have progressed further and will demonstrate their knowledge and understanding by:</p> <ul style="list-style-type: none"> • identifying and appraising the use of chords and describing how they create different effects in a variety of jazz music • performing a melody in a swing style over a walking bass line in time and with a jazz feel • composing a piece of jazz that uses primary chords, added note chords, improvisation and jazz riffs. 	<p>Listening: to a range of different jazz pieces. Performing: using jazz chords, chord sequences and jazz riffs in a variety of styles. Composing: creating a piece of chordal jazz using different chords. Improvising: using notes of the blues scale over a chord sequence.</p>
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<p>Term 3</p>	<p>Music for Special Occasions Learning how music can enhance an event, and about the challenge of composing music to a brief or commission for a particular event, occasion or audience. This unit explores: the musical language, features and processes used by composers to create appropriate effects, moods and atmospheres.</p>	<p>Most pupils will demonstrate their knowledge and understanding by:</p> <ul style="list-style-type: none"> • describing how the elements of music are used in music composed for different special occasions • composing a special occasion piece with a sense of style and purpose • performing melodic parts in music used for funerals and weddings • comparing and contrasting features found in music for different special occasions. 	<p>Some pupils will have progressed further and will demonstrate their knowledge and understanding by:</p> <ul style="list-style-type: none"> • describing how composers have used different musical devices in music for different special occasions • composing their own special event piece showing awareness of style, purpose, audience, venue and event • taking a lead role in performances of music used for funerals and weddings • describing how the elements of music are used in special occasion music from different times and places. 	<p>Listening: a range of pieces composed for special occasions.</p> <p>Composing: composing a fanfare, adding a new section to a funeral march and composing their own piece of music for a special occasion of their choice.</p> <p>Performing: a simple fanfare, a funeral march, and part of a wedding march.</p>
<p>Term 4</p>	<p>Polyrhythm into Minimalism This unit explores: the way African drumming music uses cyclic patterns and polyrhythms; the use of different polyrhythmic textures and musical conventions by minimalist composers; the use of repetitive and changing rhythmic and melodic motifs in different styles of minimalist music.</p>	<p>Most pupils will demonstrate their knowledge and understanding by:</p> <ul style="list-style-type: none"> • performing a cyclic rhythm on their own as part of a class polyrhythmic texture • composing, performing and notating different rhythms • composing their own minimalist piece using a melodic motif and helping to organise the structure of the piece. 	<p>Some pupils will have progressed further and will demonstrate their knowledge and understanding by:</p> <ul style="list-style-type: none"> • performing complex cyclic and syncopated rhythms as part of a group • composing, performing and notating more complex rhythms • composing their own minimalist piece using appropriate musical devices and with a sense of style. 	<p>Listening: identifying features of traditional African music and minimalist music, recognising aspects of motivic transformation.</p> <p>Performing: cyclic rhythms and polyrhythmic textures with motivic transformation, group and class ensemble work.</p> <p>Composing: creating a polyrhythmic drumming piece, a minimalist clapping piece, and a polyrhythmic piece including motivic transformation.</p>

Term 5

Film Music

Pupils will be able to:

- learn about some developments in film music during the 20th century
- recognise how the elements of music can be combined to produce effective film music for different genres.

Pupils will learn by:

- listening to different extracts of film music
- identifying how different effects are created
- reading about the development of film music.

Why? So that they can:

- understand more about the range and variety of the genre
- apply their understanding when they come to compose their own music.

Most pupils will demonstrate their knowledge and understanding by:

- identifying and exploring the expressive intentions of a variety of film music extracts, analysing how musical features and devices are used to create a sense of time and place
- composing music that synchronises with a visual narrative and effectively combines sound effects, mood music and character motifs
- refining and improving their work using relevant notations to express their intentions.

Some pupils will have progressed further and will demonstrate their knowledge and understanding by:

- Identifying and exploring the different processes used in film music, evaluating how the music reflects the context of a scene
- composing synchronous music for a visual narrative that effectively combines sound effects, mood music and character motifs, and features effective contrasts between scenes
- making improvements to their work that reflect on the chosen style and using relevant notations to plan, revise and refine musical material.

Listening: identifying how film music reflects the context in which it is used and draws on a variety of musical devices.

Composing: creating a musical narrative for a film scene, using appropriate techniques.

<p>Term 6</p>	<p>Descriptive Night Time Music This unit explores the ways in which different musical traditions have used music to describe aspects of the night. It looks at musical styles such as the nocturne and programme music, and a range of expressive musical devices.</p>	<p>Most pupils will demonstrate their knowledge and understanding by:</p> <ul style="list-style-type: none"> • exploring the use of musical devices and how music reflects time and place • performing significant independent parts from notations and from memory • analysing and comparing the musical features of different extracts of night music. 	<p>Some pupils will have progressed further and will demonstrate their knowledge and understanding by:</p> <ul style="list-style-type: none"> • identifying and exploring the different processes and contexts of a variety of different extracts of night music • selecting and making expressive use of the musical elements using relevant notations to plan, revise and refine material • analysing, comparing and evaluating how night music reflects the contexts in which it is created, performed and heard. 	<p>Performing: developing sensitivity and expressiveness in performance. Composing: exploring different features of music associated with the night time; composing music to meet specific intentions. Listening and appraising: identifying instrumentation and musical devices.</p>
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