

# Subject: Music

## Year 9 Curriculum Overview



THE HART  
SCHOOL  
Creative  
Education  
Trust

**Intent:** By the end of the year students will have the skills to be musically independent and take a leadership role in an ensemble context. They will have a good understanding of the voice and how it relates to other instrumentation. Students use their listening skills to draw inspiration from commonly used compositional techniques. Their use of the musical elements will be accurate and enhance both their performance and compositional work. Students will have the opportunity to develop skills on their first instrument of choice. Students consolidate the skills they have developed to produce an ensemble performance. Students will also develop an appreciation of music in history by exploring Jazz.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Assessment 1			Assessment 2		
<b>Core Course Topic:</b> These topics are taught through the identified terms. They are taught in small bitesize chunks and revisited regularly.	<b>Unit 13 – Developing as a Musician</b> Develop your understanding of the voice, utilise instrumentation to produce an ensemble performance	<b>Unit 14 - Rhythm</b> Be able to recognise different note lengths, names and values in compound time signatures	<b>Unit 15 - Keyboard Skills</b> Build on intermediate key keyboard skills and understanding of notation by sight reading and including articulation and dynamics	<b>Unit 16 – Ensemble Skills</b> Develop knowledge of ensemble skills to produce to a performance a brief	<b>Unit 17 – Musical Elements</b> Develop knowledge of key elements in Music and apply them to a original composition to a brief	<b>Unit 18 – Historical Context</b> Exploring Cultural Capital, History and music in context
<b>Additional support links:</b>	<a href="#">Stage Presence</a>	<a href="#">Guitar Tutorial</a> <a href="#">Piano Tutorial</a>	<a href="#">Dynamics</a>	<a href="#">Sheet Music</a>	<a href="#">Music Composition</a>	<a href="#">Bitesize</a>
<b>Knowledge:</b>	<ul style="list-style-type: none"> <li>Understanding the importance of Pitch, and Vocal Warmups in an ensemble context.</li> <li>Understanding of how the voice works with instrumentation</li> <li>Ability to work within a group format sharing and collaborating ideas.</li> <li>Evaluating and peer assessing work, focusing on critical thinking and improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of notation and complex rhythmic devices</li> <li>Ability to work within a group format sharing and collaborating ideas.</li> <li>Evaluating and peer assessing work, focusing on critical thinking and improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Sight reading, keyboard skills, key signatures, note lengths, Bass clef, dotted rhythms, dynamic marks, expression.</li> <li>Ability to work within a group format sharing and collaborating ideas.</li> <li>Evaluating and peer assessing work, focusing on critical thinking and improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Successfully utilise String Instruments e.g. guitar and ukulele. Percussion.</li> <li>Ensemble skills.</li> <li>Leadership/teamwork skills</li> <li>Ability to work within a group format sharing and collaborating ideas.</li> <li>Evaluating and peer assessing work, focusing on critical thinking and improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of how elements work together to produce a piece of music to meet a stimulus – Link to Unit 4: Introducing Music Composition</li> <li>Ability to work within a group format sharing and collaborating ideas.</li> <li>Evaluating and peer assessing work, focusing on critical thinking and improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of genre specific terminology –</li> <li>Impact on Music today, stylistic awareness</li> <li>Ability to work within a group format sharing and collaborating ideas.</li> <li>Evaluating and peer assessing work, focusing on critical thinking and improvement.</li> </ul>
<b>Skills:</b>	<ul style="list-style-type: none"> <li>Awareness of parts and texture.</li> <li>Performance Skills, confidence and flair, leadership.</li> <li>Collaboration/teamwork</li> <li>Reviewing (Identify success criteria)</li> <li>Peer/self-assessment</li> <li>Confidence in performing to an audience.</li> <li>Audience skills.</li> </ul>	<ul style="list-style-type: none"> <li>Compositional skills,</li> <li>Improvisation,</li> <li>Confidence and flair,</li> <li>Leadership skills</li> <li>Collaboration/teamwork</li> <li>Reviewing (Identify success criteria)</li> <li>Peer/self-assessment</li> <li>Confidence in performing to an audience.</li> <li>Audience skills.</li> </ul>	<ul style="list-style-type: none"> <li>Sight reading</li> <li>Performance skills</li> <li>Co-ordination (use of two hands),</li> <li>Confidence and flair</li> <li>Collaboration/teamwork</li> <li>Reviewing (Identify success criteria)</li> <li>Peer/self-assessment</li> <li>Confidence in performing to an audience.</li> <li>Audience skills.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of music in a group context,</li> <li>Aural perception</li> <li>Communication skills</li> <li>Collaboration/teamwork</li> <li>Reviewing (Identify success criteria)</li> <li>Peer/self-assessment</li> <li>Confidence in performing to an audience.</li> <li>Audience skills.</li> </ul>	<ul style="list-style-type: none"> <li>Compositional techniques</li> <li>Expression and articulation</li> <li>Creativity</li> <li>Collaboration/teamwork</li> <li>Reviewing (Identify success criteria)</li> <li>Peer/self-assessment</li> <li>Confidence in performing to an audience.</li> <li>Audience skills.</li> </ul>	<ul style="list-style-type: none"> <li>Sight reading, group work,</li> <li>Performance skills,</li> <li>Stylistic accuracy,</li> <li>improvisation and confidence and flair</li> <li>Collaboration/teamwork</li> <li>Reviewing (Identify success criteria)</li> <li>Peer/self-assessment</li> <li>Confidence in performing to an audience.</li> <li>Audience skills.</li> </ul>
<b>Common Lexicon:</b>	Pitch, Scales, Unison, Pulse, Intro, Verse, Chorus, Imitation, Acapella, Triad, Bassline, Beatbox, Riff, Melody, Chord Progression	Rhythm, rests, triplets, compound time, time signature, strumming pattern, riff, arpeggio, Minimalism	Grand Stave, Treble Clef, Bass Clef, Ledger Lines, Duet, Solo, Ties, Accidentals, Dotted Notes, Dynamics, articulation and expression	Fret board, Tab, Genre, Arrangement, Root notes, plucking, strumming, plectrum, drum notation, lead sheets	Dynamics, Tempo, Texture, Timbre, Silence, Duration, Melody, Structure, Tonality, Pitch, Rhythm	Renaissance, Baroque, Classical, Romantic, 20 <sup>th</sup> Century