



Curriculum Plan Music

Year 9	Knowledge (Topics covered, NC links)	Subject Skills	Key Assessment	Literacy and Numeracy	School values (Attitude / Achievement / Community / Endeavour)	Extra curricular opportunities	Personal development (Character, SMSC, Fundamental British values, Careers guidance, healthy living, Citizenship, equality and diversity, financial capability, preparation for next stage)
<u>Term 1</u> Ensemble Skills Musical Futures Project	Not every young person has the opportunity to try to play in a band. The whole experience of learning an instrument to working together to create a band / performance – this is as much about personalised learning and a pupil being in charge of their own progress as it is the end-product of final performance..	Instrumental skills Listening and analysis skills – using key words Singing skills Ensemble skills Playing chords	Performing (group) Performing – singing (whole class)	Spelling of new key words Rhythmic patterns linked to numeracy skills	Achievement – Use the feedback from assessments and use targets to make progress. Attitude – take responsibility and pride in your work. Ensuring all pupils understand the key concepts. Community – support each other on performance tasks. Join an extra-curricular group. Endeavour – use knowledge organisers to support learning.	Year 7 Choir KS3 Rock Club School of Rock! Musical Theatre Group	Independent Learning and Development Learning of new skills and musical language Development of character through performing in front of peers as part of assessment
Ensemble Skills Songwriting	This is an opportunity for Year 9 to compose a song. Using their own lyrics / poetry, the pupils	Playing chords Composing as part of a group.	Performing and composing in small groups	Spelling of key words within this topic	Achievement – through development of their own song writing	Year 7 Choir KS3 Rock Club School of Rock!	Independent Learning and Development Learning of new skills and musical language



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	<p>will put chords, rhythm and melody to the lyrics/poems. This gives pupils the chance to write music in a style they enjoy listening to; be it rap, reggae etc.</p>	<p>Instrumental skills Arranging skills Lyric writing Song structure</p>		<p>Rhythmic patterns linked to numeracy skills Lyric writing</p>	<p>Attitude – take responsibility and pride in your work. Ensuring all pupils understand the key concepts. Community – support each other on their song writing tasks. Join an extra-curricular group. Endeavour – use knowledge organisers to support learning.</p>	<p>Musical Theatre Group</p>	<p>Development of character through performing in front of peers as part of assessment</p>
<p>Term 2 Fusion Music</p> <p>African Music</p>	<p>Pupils explore African musical instruments and the different timbres and sonorities that these produce before combining their learning of cyclic and polyrhythms, syncopation and call and response into an African-inspired piece. Single line rhythm notation and note values are revised from prior learning and extended through knowledge of dotted and tied notes</p>	<p>Instrumental skills Rhythmic improvisation Melody and rhythmic notation Polyphonic and polyrhythmic textures</p>	<p>Performing and composing in small groups</p>	<p>Spelling of key words within this topic Rhythmic patterns linked to numeracy skills</p>	<p>Achievement – through understanding of African Music and its influences on Western Music – outcomes on listening exercises Attitude – take responsibility and pride in your work. Ensuring all pupils understand the key concepts. Community – Join an extra-curricular group. Endeavour – use knowledge organisers to support learning.</p>	<p>Samba Group Year 7/8 Choir</p>	<p>Historical context of the development of African Music Independent Learning and Development Learning of new skills and musical language Development of character through performing in front of peers as part of assessment</p>



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Fusion Music	In this unit we look at how popular music/songs can be influenced from different types of World Music. Focusing on African, Indian and Caribbean influences, we will look at Paul Simon, the Beatles and artists influenced by World Music. This unit links to the same concepts in the Musical Futures unit and helps pupils to drive their own learning by playing songs from within this chosen genre	Instrumental skills Fundamentals of instrumental playing techniques Score/tab reading Instrumentation lead sheet notation Listening exercises	Performing and composing in small groups	Spelling of key words within this topic Rhythmic patterns linked to numeracy skills	Achievement – through understanding of key terms and evidence of understanding is measured through outcomes in listening exercises. Attitude – take responsibility and pride in your work. Ensuring all pupils understand the key concepts. Community – Join an extra-curricular group. Endeavour – use knowledge organisers to support learning.	KS3 Rock Group Year 7/8 Choir Samba Group	Independent Learning and Development Learning of new skills and musical language Development of character through performing in front of peers as part of assessment
Term 3 Composing Music	Film music started as a live accompaniment to silent movies, very clichéd and obvious. As it was incorporated into films as a creative tool, it became a more powerful tool for expressing mood, emotion and action. Music for Film comes in many forms; soundtrack, theme tune, signature (leitmotif) tune. Each one is as important as the other	Keyboard skills Listening and analysis skills – using key words Composing skills Performing skills	Performing and composing in pairs	Spelling of key words within this topic Rhythmic patterns linked to numeracy skills Writing self and peer assessments using key words	Achievement – through understanding of film music and preparation of composition for assessment Attitude – take responsibility and pride in your work. Ensuring all pupils understand the key concepts. Community – Join an extra-curricular group.	Bushell Youth Community Orchestra KS3 Film Club	Historical context of the development of Film Music and the use of musical devices in response to image and video Independent Learning and Development Learning of new skills and musical language Development of character through performing in front of peers as part of assessment



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	and helps shape the films we watch.				Endeavour – use knowledge organisers to support learning.		
Composing Music 20th Century Music	Through exploring a wide range of music from the minimalist and expressionist styles, pupils learn about common trends in twentieth century music such as the use of different tonalities, chromaticism, dissonance and extremes of pitch and dynamics, which pupils are encouraged to explore and use in their own performances, improvisations and compositions to get a feel “of the style” in which they are exploring. .	Developing instrumental skills Listening and analysis skills – using key words Composing skills Performing skills	Performing and Composing (groups)	Spelling of key words within this topic Pupils writing their own lyrics Rhythmic patterns linked to numeracy skills	Achievement – through understanding of 20 th Century Music and preparation of composition for assessment Attitude – take responsibility and pride in your work. Ensuring all pupils understand the key concepts. Community – support each other on keyboard tasks. Join an extra-curricular group. Endeavour – use knowledge organisers to support learning.	Bushell Youth Community Orchestra Music Theory Group	Historical context of the development of tonality through the study of 20 th Century Music Independent Learning and Development Learning of new skills and musical language Development of character through performing in front of peers as part of assessment