

### Music Year 9 Curriculum:

There are six main skill areas in Key Stage Three Music: Singing, Playing, Improvising, Composing, Listening & Appraising, and Social. For each unit of work there is a specific assessment criterion linking to one or more of the Year 8 performance standards as outlined below. By meeting the criteria of the individual units students will achieve in all 11 performance standards.

#### Autumn Term

##### Unit 1 – Romantic Period 1810-1900 (Waltzes)

###### Performance standards 3, 7, 8, 9, 10

- Study of Romantic Period (history, orchestra and key composers), completion of Western Classical Tradition study
- Advanced use of chords – rhythmically and melodically using waltz bass line as example
- Advanced melody writing techniques – passing notes, auxiliary notes, more complex rhythms
- Composition project based on chord sequences including use of Sibelius (IT)

##### Unit 2 – Samba

###### Performance standards 4, 5, 6, 7, 8, 9, 10, 11

- History and culture of Brazil including Samba bands (and instruments) and Rio festivals
- Advanced Rhythmic composition techniques and structure – main groove, call & response, syncopation, breaks, intro/outro, polyrhythm, crossrhythm
- Group composition and performance project using Samba structure, master drummer leadership role and complex rhythmic patterns. Additional musical elements including fast tempo and dynamics also important.

#### Autumn Term Assessment Criteria

##### Unit 1 – Romantic Period 1810-1900 (Waltzes)

- I can compose a melody in treble clef that includes passing notes and auxiliary notes
- I can compose and notate a traditional waltz bass line using bass clef
- I can compose a melody using a given chord sequence and play it on the keyboard
- I can use Sibelius to compose a piece of music for piano
- I understand how the orchestra has developed over time and can identify key features and instruments of the Romantic Period aurally
- I can rehearse effectively and revise my work to improve it independently

##### Unit 2 – Samba

- I understand the origins of Samba and know about the different instruments
- I can read and compose using rhythm notation
- I can compose and perform syncopated rhythms, maintaining a steady pulse
- I understand the Samba structure and can use it effectively in a performance
- I can hold an independent part within a group, performing with confidence
- I can improvise a solo rhythm within a call & response structure
- I can use the elements of music to make my composition effective
- I can work well with others, responding to them during a performance and rehearsing with them effectively

#### Spring Term

##### Unit 3 – 6/8 (Folk Music)

###### Performance standards 1, 2, 3, 4, 7, 8, 9, 10, 11

- Difference between simple and compound time – introduction of 6/8 time signature and characteristic rhythms
- Learning of ‘Greensleeves’ melody – revision of bass clef alongside new 6/8 rhythms
- Study of Folk Music with focus on Irish jigs and reels, linking to dance steps
- Ensemble arrangement and performance of ‘Suffolk Morris’ – compulsory melody/chord parts, optional countermelody/harmony parts, composition opportunity, use of DC and Fine
- Whole class performing of folk song including harmony parts

##### Unit 4 – Film Music

###### Performance standards 5, 6, 8, 9, 10, 11

- Study of Film Music genres, their distinguishing features, and key composers
- Creating atmosphere/setting a scene through music
- Leitmotif
- Film Music group composition – performing alongside a film clip
- Focus on use of the elements of music to create an effect

#### Spring Term Assessment Criteria

##### Unit 3 – 6/8 (Folk Music)

- I can hold a part in a vocal ensemble that includes harmony parts
- I understand and can notate 6/8 rhythms accurately
- I can aurally identify key features and instruments in Folk Music
- I can perform a melody in 6/8 with my right hand, reading treble clef
- I can hold an independent part within an instrumental ensemble, maintaining a steady pulse
- I can work well with others, rehearsing effectively

##### Unit 4 – Film Music

- I can identify key features of different film genres, distinguishing between them aurally
- I can compose a leitmotif and perform it in different contexts, adapting it musically
- I can show understanding of the elements of music through composition
- I can choose appropriate instruments for a horror film composition
- I can compose and perform a film composition effectively including accurate timing alongside the scene action
- I can compose and rehearse with others, discussing and revising ideas effectively
- I can notate my composition appropriately

#### Summer Term

##### Unit 5 – Popular Music

###### Performance standards 1, 2, 3, 4, 6, 7, 8, 9, 10, 11

- History of pop including genres, links with youth & fashion, beginning of hip hop, influences
- Pop song structure
- Composition skills – riffs, lyric writing, developing use of chords
- Debate the success of TV talent shows in support of the music industry
- Pop song or rap composition project – students choose own genre and group, duet or solo – all performances must include lyrics, chords and a riff

#### Summer Term Assessment Criteria

##### Unit 5 – Popular Music

- I can identify key popular music instruments aurally and can distinguish between different popular music genres
- I can compose lyrics based on a theme, following the correct verse-chorus structure
- I can compose a song using chords and melody writing techniques
- I can perform a student-led group song with confidence
- I can hold an independent part in a group performance with confidence and accuracy
- I can work well with others in performance and rehearsal
- I can compose creatively within a given structure

#### Key Performance Standards Year 9 Music

Each statement is linked to one or more of the main skill areas for KS3 Music as listed above

1. Sing with clear diction, control of breathing, accurate tuning and an appropriate tone
2. Compose within a variety of genres showing creativity and independence, and an understanding of time, place and audience
3. Hold a part within a student-directed vocal ensemble
4. Play more complex melodies with chord-based accompaniments

5. Perform with consideration for the elements of music
6. Improvise within an organised structure
7. Compose complex pieces focusing on structures and more advanced rhythms and chords
8. Critique own and others’ work, offering specific comments and justifying these
9. Demonstrate increased confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal