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| **Y9**  **TERM** | 1 | 2 | 3 | 4 | 5 | 6 |
| **Music** | **Topic/Content**  **Term 1 – Romantic Music**  **Term 2 – Music for Film**    **How does this link to prior learning?**  Students have looked at Western art Music from Medieval Music onwards up to Romanic Music in years 7 and 8. They will now look at Western Art music to the present day. This will link to Music for Film as a style of music that creates emotion, portrays feelings and atmosphere. Elements of music such as dynamics, tempo, harmony, pitch, timbre and texture will also be built on during both of these topics. Students are building on their knowledge and learning further how to use these to create their own music that tells a story and is a suitable accompaniment to on-screen gothic horror.  **Non-negotiable Experiences in the learning scheme**  Links to History and science in the Industrial revolution and the development of instruments and music because of it. The development of the soundtrack as technology developed. Looking at the work of published composers, music tech, sound engineering, recording, performing. Composing for a purpose. Benefits of listening to music. Outlet for emotions and music though emotions. Relationship between music and mood/feelings. Positive feedback and constructive criticism. Development of music and instruments based on historical events. History of Western Music. Working together, reciprocity, listening to others, how to listen respectfully.    **Skills being developed**  Romantic Music, Nationalism, Symphony Orchestra, Mood, The Elements of Music, leitmotif, major and minor scales, dissonance, consonance, underscore, digetic and non-digetic music, MIDI  Beats in a bar, time signatures, note durations, scales, chords, intervals.  **How will it be assessed?**  Term 1 – In the Hall of the Mountain King Performance  Term 2 - Gothic Horror Soundtrack | | **Topic/Content**  **Term 3 - Advanced Rhythm**  **Term 4 - Popular Music from 1980-the present day**    **How does this link to prior learning?**  Building on basic rhythms learned in year 7 and syncopated rhythms in year 8 with another composition and arrangement as part of a group as well as a performance. Building on knowledge of World Music to add music from West-Africa as well as looking at various rhythms from around the world. Students have looked at popular music up until 1980 and will not complete this looking at music to the current time. Students will continue to sing and will now include at least one harmony parts in all their songs.    **Non-negotiable Experiences in the learning scheme**  Greater knowledge of music and cultures and the way the two link from around the World eg. The Griots of West-Africa. Looking at the work of published composers and musical artists. Recording our work using basic sound engineering and technology. Songs as a way to understanding both emotions and historical development. The influences of World styles as they travel around the world and mix with that of others. Historical development of music in the Western World. Working together, reciprocity, listening to others, how to listen respectfully, treatment of others throughout history.  **Skills being developed**  Polyrhythm, triplets, semiquavers, dotted notes, 5/4 and 7/4 time signatures. Mersey Beat, flanger, portamento, glissando, string bending, sliding, fusion, punk, grunge, funk, riff. Beats in a bar, time signatures, note durations, structure and balance, pentatonic scales, chords, intervals.  **How will it be assessed?**  Term 3 – Advanced Rhythm Composition  Term 4 – Popular Music performance of “Sweet Dreams” by the Eurhythmics. | | **Topic/Content**  **Term 5 – Ukulele**  **Term 6 – Music from the Caribbean**  **How does this link to prior learning?**  Looked at pitch and now extending this to look at other ways in which music can be written down. Development of playing rhythms and as part of a group. Adding to knowledge on music from around the World and how this has altered as people move around and music mixes to create new styles in roots.  Students will continue to sing and will now include harmony parts in all their songs.  **Non-negotiable Experiences in the learning scheme**  How instruments are made. Cubase as a way to realising compositions and the use of music technology. Looking at the work of published composers and musical artists. Recording our work using basic sound engineering and technology. Music for Pleasure (ukulele). The influences of World styles as they travel around the world and mix with that of others. Fusion. Working together, reciprocity, listening to others, how to listen respectfully, treatment of others throughout history.    **Skills being developed**  Calypso, steel pan, reggae, roots, fusion, MIDI,  Beats per Minute, Beats in a bar, time signatures, note durations, structure and balance, scales, chords, intervals  **How will it be assessed?**  Term 5 – Ukulele performance of students’ choice as well as individual exercises  Term 6 – Bob Marley MIDI performance using music technology. | |