

ASHTON COMMUNITY SCIENCE COLLEGE: MUSIC CURRICULUM

Year 9				
	Half term 1 & 2	Half term 3 & 4	Half term 5	Half term 6
Knowledge	<p><u>Topic:</u> Soundtracks - Film music.</p> <p>How music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama.</p> <p>How timing is a crucial factor in the composition and performance of music for film.</p> <p>How film music can change the viewer's interpretation of a scene.</p> <p>How to create an effective musical narrative for a film scene, using appropriate techniques to create an intended effect.</p>	<p><u>Topic:</u> World Music – Reggae</p> <p>Where Reggae originated</p> <p>Key artists of Reggae music.</p> <p>The main musical features of reggae.</p> <p>What lyrics tell the listener.</p>	<p><u>Topic:</u> Programme music- soul and R'n'B.</p> <p>Composing music from a stimulus.</p> <p>Developing listening skills</p> <p>History and roots of Soul and R'n'B</p> <p>What is improvising?</p> <p>How to improvising.</p> <p>Who are some of the most popular artists of all time?</p> <p>What makes Soul and R'n'B popular?</p> <p>Famous and successful Soul and R'n'B artists and bands across the decades.</p>	<p><u>Topic:</u> Ensemble skills - Musicals</p> <p>Who is Andrew Lloyd Webber and which Musicals he created?</p> <p>Themes and issues</p> <p>Characters</p> <p>Plot</p> <p>Instrumentation</p> <p>Genre</p> <p>Ensemble singing</p> <p>Solo singing</p> <p>Harmony</p>
Skills/ application of knowledge	<p>Leitmotif, Soundtrack</p> <p>Theme Song,</p> <p>Concord/Discord,</p> <p>(Chromatic) Sequencing</p> <p>Storyboard,</p> <p>Interval of a 5th</p> <p>Click Tracks/Timing</p> <p>Theme, Sound Effects, Motif,</p> <p>Timbre/Sonority, Musical Clichés,</p> <p>Diegetic and Non-Diegetic Music.</p>	<p>off beat chords</p> <p>bass riff</p> <p>syncopation</p> <p>backbeat</p> <p>artists- Bob Marley and the Wailers, Jimmy Cliff, Desmond Dekker</p> <p>Play basic riffs on the bass guitar.</p> <p>Put together a group performance that uses off beat chords, a bass riff and a main vocal line.</p>		<p>Explore Music from Les Miserable</p> <p>Learn a musical piece on the keyboard.</p> <p>Perform a musical piece on the keyboard solo and part of a ensemble.</p> <p>Sing unison in an ensemble</p> <p>Sing in a round</p> <p>Listen and Identify key features</p>
Links to prior learning	<p>Listen</p> <p>Compose</p> <p>Improvise</p> <p>Perform</p> <p>Reading notation</p>	<p>Listen</p> <p>Compose</p> <p>Improvise</p> <p>Perform</p> <p>Reading notation</p>	<p>Listen</p> <p>Compose</p> <p>Improvise</p> <p>Perform</p> <p>Reading notation</p>	<p>Listen</p> <p>Compose</p> <p>Improvise</p> <p>Perform</p> <p>Reading notation</p>
assessment	<p><u>Listening assessment</u></p> <p><u>Performing/composing assessment</u></p> <p><u>Music notation and key vocabulary</u></p>	<p><u>Listening assessment</u></p> <p><u>Performing/composing assessment</u></p> <p><u>Music notation and key vocabulary</u></p>	<p><u>Listening assessment</u></p> <p><u>Performing/composing assessment</u></p>	<p><u>Listening assessment</u></p> <p><u>Performing/composing assessment</u></p>

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'a school to be proud of'

			<u>Music notation and key vocabulary</u>	<u>Music notation and key vocabulary</u>
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