



CHS Curriculum Intent

SUCCESSFUL: Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

CREATIVE: Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

HAPPY: Learners who are confident, resilient, well-rounded citizens; they understand the world’s communities and are ready to discover their place in it.

CHS Curriculum Area Framework for Learning – Year 9

SUBJECT	Music
INTENT	<p>“Every musician remembers their first lesson. That moment when you feel the spark of inspiration ignite, and your entire world catches fire. The rush of revelation. The earth-rattling epiphany that music is no longer just a sound, its every breath you’ll ever take again. A puzzle that you’ll never solve, though you hold all the pieces. That moment when you’re handed the key to an alternate universe where everything is beautiful, everything is free, and nothing will ever be quite the same again. For some, the first day of the rest of their lives.”</p> <p>- Dave Grohl</p> <p>Our subject intends to inspire, provide motivation and nurture passion for all students to help them develop their musicianship and transferrable skills further. Studying music shows a real drive and determination to improve ourselves, not only as musicians but also humans. It has been scientifically proven that playing an instrument or singing releases endorphins which promotes wellbeing and we harness this as a department to support students on their creative, happy and successful journey through school.</p> <p>Students are expected to take music lessons if they opt for GCSE, whether in school or outside, as performance makes up 30% of the final grade. They learn appraisal skills in relation to set study pieces and there are many opportunities to compose as well as develop skills as a performer.</p>



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Students opting for Music Technology need to have a basic understanding of composing using a Digital Audio Workstation (DAW). Music Technology students learn about knowledge of the music industry, how to produce and promote a musical product, they get a hands on knowledge of recording and working within a studio and also learn how to compose music.

Studying music enables students to develop highly desirable skills in areas such as self-management, creativity, data analysis, performance, teamwork, problem-solving, and communication, all of which makes them an attractive prospect for potential employers. There are numerous careers that anyone studying Music or Music Technology could go into, such as session musician, sound engineer, tour manager, musical director, music or instrumental teacher or a job at a studio or record label.

Year Group	9 CORE					
Rationale/ Narrative	In Year 9 students will build upon knowledge learnt in Lower School and continue to develop their musicianship. They will build their confidence in performing, listening, and composing music and learn new transferable skills. They will also cover important skills and aspects of music that they missed due to the Covid-19 pandemic. Students will gain a deeper understanding of Music which will allow them to flourish as musicians, both performers and composers.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	Cover Songs - Notes of the treble clef - Notes of the bass clef - How to perform chords and melodies - Different genres of music - How to create an arrangement	Cover Songs - Notes of the treble clef - Notes of the bass clef - How to perform chords and melodies - Different genres of music - How to create an arrangement	Hip Hop - International impact of Hip Hop - Composition skills when using Logic - Sequencing and MIDI - Composing using Music Technology - Composing using chords, melodies, ostinatos, rhythms	Hip Hop - International impact of Hip Hop - Composition skills when using Logic - Sequencing and MIDI - Composing using Music Technology - Composing using chords, melodies, ostinatos, rhythms	Film Music - Compositional techniques used in film music - Ornamentation (Trill, Mordent, Turn, Acciaccatura, Appoggiatura) - Playing Techniques	Game On! - Understanding how to compose a fanfare - Notes of the treble clef - Notes of the bass clef - Textures in Music - Tempo markings - Composing to a stimulus - Tonality
SKILLS	- Performance skills on Ukulele - Reading chords - Listening and Analysing music (based on the 8 mark GCSE Questions) - Arranging skills - Singing performance skills	- Performance skills on Ukulele - Reading chords - Listening and Analysing music (based on the 8 mark GCSE Questions) - Arranging skills - Singing performance skills	- Understanding the international impact of Hip Hop - Composing using MIDI and sequencing in Logic - Composing using step-by-step input in order to create a piece based on	- Understanding the international impact of Hip Hop - Composing using MIDI and sequencing in Logic - Composing using step-by-step input in order to create a piece based on	- Understanding how to compose to a set stimulus - Learning how to develop a composition - Aurally identifying ornamentation and playing techniques within a piece of music	- Listening & appraising game music (Popular Music) - How to sequence MIDI - Composing using a variety of melodic development techniques



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			chords, melodies, ostinatos and rhythms - Listening & Appraising Hip Hop music	chords, melodies, ostinatos and rhythms - Listening & Appraising Hip Hop music		
ASSESSMENTS	MP1: Development Techniques Listening Test (Feedback Sheet)	MP2: Cover Song Performance Assessment (Feedback Sheet) MP3: Progress Test	MP1: Hip Hop Listening Test (Feedback Sheet)	MP2: Hip Hop Composing Assessment (Feedback Sheet) MP3: Progress Test	MP1: Playing Techniques Listening Test (Feedback Sheet)	MP2: Gaming Music Test (Feedback Sheet) MP3: Progress Test