



CHORLTON HIGH SCHOOL: CURRICULUM

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

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| 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 GCSE Music | | | | | | |
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| 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 skills in order to prepare them for the GCSE course in Year 10. Students gain a much 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 | Western Classical Tradition 1650-1910 - Notes of the treble clef - Notes of the bass clef - Basic Rhythms and metre - Melodic Devices - Dynamics - Articulation - Playing Techniques - Technological effects | Western Classical Tradition 1650-1910 - Textures - Classical Structures - Timbres used in Western Classical Tradition - Tempo - Time Signatures | Western Classical Tradition 1650-1910 - Reading staff notation of up to 12 bars of unfamiliar music - Chord systems - Scales - Common combinations of instruments used in Western Classical Tradition | Popular Music - Identifying and writing rhythms - Reading staff notation of up to 12 bars of unfamiliar music - Chords (including power chords and 7 th chords) - Music Vocabulary relevant to Pop Music - Contextual information about Little Shop of Horrors | Popular Music - Understanding rhythmic devices linked to Popular Music - Chord development techniques when composing (e.g. arpeggios/broken chords) - Major and Minor chords and their associated symbols to identify orally and written - Contextual information about Mushnik & Son | Popular Music - Structures in Pop Music - Developing compositions through texture - Contextual information about film and computer gaming music 1990's to present and pop music 1990's to present - Contextual information about Git It | |
| SKILLS | - Performance Skills: Performing as an ensemble - Listening and Appraising: Be able to aurally identify musical elements linked to dynamics and articulation | - Performance Skills: Performing as an ensemble - Listening and Appraising: Be able to aurally identify musical elements linked to structure, texture, tempo, metre and rhythm | - Performance Skills: Performing as an ensemble - Listening and Appraising: Be able to aurally identify musical elements linked to harmony and tonality | - Performance Skills: Performing as an ensemble in preparation for the Year 9 GCSE concert - Understanding key musical elements of | - Performance Skills: Performing extracts of Little Shop of Horrors on personal instruments on the treble and bass clefs - Composition skills linked to the musical elements of | - Listening and Appraising: Be able to aurally identify musical elements linked to dynamics and articulation melody and sonority (timbre) found in Pop music | |



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| | <p>melody and sonority (timbre)</p> <p>- Composition skills linked to the musical elements of dynamics and articulation melody and sonority (timbre)</p> | <p>- Composition skills linked to the musical elements of structure, texture, tempo, metre and rhythm</p> | <p>- Composition skills linked to the musical elements of harmony and tonality</p> | <p>harmony and tonality linked to Pop Music</p> <p>- Composition skills linked to the musical elements of harmony and tonality</p> | <p>Structure, Tempo metre and rhythm</p> <p>Listening skills: Understanding key terminology linked to the musical elements of Structure, Tempo metre and rhythm found in Pop Music</p> | <p>- Composition skills linked to the musical elements of dynamics and articulation melody and sonority (timbre)</p> <p>- Performance and Composition Skills: Composing a live performance to a set brief (group composition)</p> |
| ASSESSMENTS | <p>MP1: Baseline Test (Feedback Sheet)</p> | <p>MP2: Performance Assessment (Feedback Sheet)</p> <p>MP3: Progress Test</p> | <p>MP1: Section A Past Paper Listening Test 2018 (Feedback Sheet)</p> | <p>MP2: Little Shop of Horrors Questions Test (Feedback Sheet)</p> <p>MP3: Progress Test</p> | <p>MP1: Section A Past Paper Listening Test 2019 (Feedback Sheet)</p> | <p>MP2: 'Skid Row' Listening Test (Feedback Sheet)</p> <p>MP3: Progress Test</p> |