

Y9 Music

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Curriculum Intent:

Key Principles and Aims:

At Forge Valley School, the Music Department endeavours to ignite our students' passion for the Music and cultivate creativity. We aim to inspire a love of learning through a curriculum that allows students the freedom to explore their creativity, whilst developing an extensive practical skillset, and a deep and broad theoretical understanding of Music. The curriculum is designed to engage and grip the interest of students and lessons are taught by subject specialists who love their subject and strive for the best outcomes for all students. From their first Music lesson in Year 7, students are encouraged to create and refine performance work to the highest standard and additionally, develop the crucial skills of analysing and evaluating their own work and the work of others; skills our students need to be successful at GCSE and beyond.

The Music Department is committed to developing students' Cultural Capital through a curriculum that introduces and explores the vast world of Music and provides them with opportunities and experiences that span beyond classroom through extra-curricular opportunities and industry standard workshops. The curriculum is one which allows all students to achieve their potential; carefully considered sequences of lessons and teacher chosen working groups ensure that the curriculum is inclusive to the needs of all students and they are given a platform to meet their potential.

The Music Department is committed to equipping students with transferable skills which will undoubtedly make them successful young adults, these include: collaborating and creating successful working relationships, communication (both verbally and physically), empathy, problem solving, confidence and the ability to express ideas and opinions.

	Core Knowledge	Procedural Knowledge
	TOPIC: EDM	Pupils will

Autumn Term 1	Identify musical features and the elements of music in a range of dance music from different times and places. Perform dance music showing awareness of the stylistic features of the music. Understand simple time (2/4, 3/4 and 4/4) in dance music. Create structured pieces of dance music within a specific genre.	• Identify musical features in dance music from different times and places, using the Elements of Music • Perform dance music stylistically with accurate patterns, steady pulse and awareness of genre features • Understand simple time signatures (2/4, 3/4 and 4/4) and recognise how they shape different dance styles • Create structured dance pieces within a specific genre using loops, riffs and repeated patterns
Autumn term 2	Topic: Reggae Identify musical features in a variety of different Caribbean music. Perform the chords part of a Caribbean song accurately changing between chords smoothly Perform repeated chords "offbeat" in a reggae style Understand how the bass line is the fundamental textural layer upon which a piece of reggae is based on and the harmonic foundation which is the basis for the chords	• Identify features of Caribbean music by recognising rhythm, instrumentation and texture • Perform chord patterns accurately in a Caribbean song, changing between chords smoothly • Play offbeat chords ("skank" rhythm) with stylistic control • Understand the role of the bass line as the fundamental textural and harmonic foundation in reggae

Spring Term 3	Topic: Theme and Variations In a Theme and Variations unit, pupils develop compositional creativity by taking Twinkle Twinkle as a simple starting theme and transforming it in multiple ways. They learn to apply musical devices such as rhythmic variation, changing tempo, altering pitch, adding ornaments, changing texture, and modifying instrumentation to create contrasting versions of the same melody. Through this process, they build confidence in structuring music, develop an understanding of how composers adapt ideas, and refine their work to produce a clear set of variations that show imagination and control.	• Transform a simple theme by creating contrasting musical variations on <i>Twinkle Twinkle</i> • Apply variation techniques such as rhythmic change, altering pitch, changing tempo, adding ornaments, changing texture and modifying instrumentation • Structure a clear set of variations that show imagination, contrast and musical control • Understand how composers adapt ideas through transforming a theme in multiple ways • Refine and improve work by reviewing drafts and developing each variation with purpose and clarity
Spring Term 4	Topic: Film Music Know and understand most of the purposes of film music. Identify a range of different types of film music using tier 1 and 2 musical vocabulary referring to the elements of music to justify their choices. Perform leitmotifs and themes from a range of film soundtracks showing accuracy of pitch and rhythm. Use storyboards and/or cue sheets to plan an effective film music soundtrack Discriminate between diegetic and non-diegetic film music when watching/listening.	• Understand the purposes of film music and how it supports mood, character and action • Identify different types of film music using Tier 1 and 2 vocabulary, referring to the Elements of Music to justify choices • Perform leitmotifs and themes from film soundtracks with accurate pitch and rhythm • Use storyboards or cue sheets to plan an effective and

		well-matched film soundtrack • Distinguish between diegetic and non-diegetic music when watching or listening to film clips
Summer term 5	Topic: What makes a good song? In this unit, students develop an understanding of the musical features that contribute to an effective and memorable song. They explore how melody, harmony, structure, lyrics, instrumentation and production all work together to create impact. Through listening and discussion, they learn to recognise common song structures such as verse, chorus, bridge, middle-8 and pre-chorus, and understand how these sections shape the overall design of a song. Students also build knowledge of how to read and interpret lead sheets, including understanding chord symbols, melodic notation and structural markings. They explore what makes a strong hook, how memorable melodies are constructed, and why certain chord progressions are widely used across genres. Throughout the unit, students develop the vocabulary needed to describe and compare songs confidently, using both Tier 1 and Tier 2 musical terminology to analyse how different musical elements contribute to a successful song.	• Understand key features of effective songs including melody, harmony, structure, lyrics and production • Recognise common song structures such as verse, chorus, bridge and middle-8 • Read and interpret lead sheets including chord symbols and melodic notation • Identify strong hooks and melodies and understand why certain chord progressions are widely used • Use musical vocabulary confidently to describe and analyse songs

Summer term 6	Topic: Own Project In the final unit, pupils take ownership of their learning by choosing a personalised music project that reflects their interests and strengths. They may work in a small band to develop ensemble performance skills, create a presentation on their favourite music to build listening and analytical understanding, or compose original material as preparation for GCSE-style coursework. Through this flexible approach, pupils develop independence, project-management skills, creativity, and the ability to evaluate and refine their work, producing a final outcome that showcases their musical identity and progress.	• Take ownership of a personalised project that reflects their musical interests • Develop ensemble skills when working in a small band • Create analytical listening work through presentations on chosen music • Compose original material with growing independence • Evaluate and refine their work to produce a final, polished outcome
Homework:		
Homework is set for each unit and appears in a variety of formats, ranging from online learning tasks to written assignments. This ensures pupils engage with the material in different ways and can reinforce their learning independently.		
Assessment:		
Assessments take place in the form of Practical/Composition Assessments and Listening papers throughout the year.		
Links to Personal Development:		
Develop independence through taking ownership of more complex performance and composition tasks Strengthen creativity across EDM, reggae, film music, variations and song-writing Improve teamwork through ensemble performance and group project work Build confidence by performing, presenting and sharing creative ideas Enhance critical thinking through analysing musical features and structures Refine and evaluate work		
How is my knowledge developed further at KS4?		
In KS4, pupils deepen their skills in performing, composing and listening through more advanced, independent work. They use detailed musical vocabulary, develop stronger stylistic awareness, refine DAW skills and notation, and produce confident, well-structured performances and compositions that prepare them fully for GCSE assessment.		