


SUBJECT: MUSIC

Year Group	YEAR 9					
Rationale	The third year of our five-year curriculum is designed to allow pupils to flourish in their performing and composing ability while furthering their understanding of music across a range of periods, genres and traditions. Pupils will explore how music is created, produced and communicated through pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. Pupils continue to develop their self-confidence, refine their ensemble skills and improve further their music technology skills.					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Blues Music	Ensemble Performance	Individual Performing	Electronic Dance Music	Developing Guitar	Individual Performing II
Knowledge	12-bar blues, walking bass lines, swing drumbeats, guitar shuffles, blues scale and improvisation.	How to rehearse as an ensemble, how different parts fit together simultaneously and how to refine work as a group. Learn how to play different	Right hand melody, single finger chords, triads, fluent melody, hesitation, dynamics, rhythm, correct octave, expression.	Subgenres and features such as; 4-to-the-floor drum beat, off-beat bass, rhythmic chords, melody and riffs.	Parts of the guitar, frets, TAB, riffs, chords, bass lines, ensemble.	Right hand melody, single finger chords, triads, fluent melody, hesitation, dynamics, rhythm, correct octave, expression.
Skills	Composing: pupils will work individually or in pairs on Cubase music production software and create their own 12-bar blues piece. It will focus on the combination of sequencing and live performance when playing in blues melodies.	Performing: playing an instrument individually and in time with the rest of the group. Refining a piece of music with a group developing communication, organisation and listening skills necessary for ensemble performance.	Performing: pupils prepare to perform a given piece on keyboard or their own instrument (if applicable) with a focus on life skills such as self-discipline, adaptability, communication, resilience, persistence and confidence.	Composing: pupils will work individually or in pairs on Cubase music production software and create their own electronic dance music piece. It will focus on the process of composition and how to build your own piece of music from scratch.	Performing: Playing a variety of different guitar riffs, bass lines and chords for different songs.	Performing: pupils prepare to perform a given piece on keyboard or their own instrument (if applicable) with a focus on life skills such as self-discipline, adaptability, communication, resilience, persistence and confidence.
Assessments	Composing assessment: the project created and built up over the course of 5/6 weeks will be assessed. Performing assessment: pupils will be assessed on any melodies they have played live into their blues sequence.	Performing assessment: performing with confidence an instrumental or vocal part of Seven Nation Army accurately, and in time with group.	Performing assessment: pupils will be assessed individually for a performance on keyboard or own instrument (if applicable).	Composing assessment: The quality of musical choices such as harmony, rhythm, structure and melody will form the main basis for assessment followed by successful use of music technology to realise the final product.	Performing assessment: individually performing chosen piece on guitar – riffs, chords or bassline. Playing with other pupils as an ensemble to show ability to play in time.	Performing assessment: pupils will be assessed individually for a performance on keyboard or own instrument (if applicable).
Homework	Research 5 facts about Blues music.	Label the instrument parts:	Research 5 skills required to perform successfully.			