Y9 CURRICULUM AIDE-MÉMOIRE

SEQUENCING OF CONTENT, CONCEPTS, THEMES & ASSESSMENT

SUBJECT: Music

- ■ Overarching intent and aims of unit
- ■ Specific National Curriculum strand hit
- ■ Key concepts and themes

HT1: Cover Songs

Students prepare a cover song in bands, exploring popular music and performance skills.

Perform as a soloist and as part of an ensemble, focus on fluency, accuracy and expression, explore music from a different culture/society, explore music from a variety of great musicians/composers, and apply the musical elements.

Students explore what makes a good cover song, explore the use of musical elements to achieve a different style, lead and manage a band, focus on performance skills within an ensemble, prepare a unique cover song ready for performance.

HT2: Cover Songs (cont.)

Students prepare a cover song in bands, exploring popular music and performance skills.

Perform as a soloist and as part of an ensemble, focus on fluency, accuracy and expression, explore music from a different culture/society, explore music from a variety of great musicians/composers, and apply the musical elements.

Students explore what makes a good cover song, explore the use of musical elements to achieve a different style, lead and manage a band, focus on performance skills within an ensemble, prepare a unique cover song ready for performance.

ASSESSMENT
Summative or AFL

HT1/HT2:

End of project performance showcase, recorded and reviewed by students and teachers.

Weekly verbal diagnostic assessment based on performance technique and composition/arranging skills.

HT1/HT2 Key Outcomes:

Students prepare an original cover song of existing popular song, demonstrate strong understanding of musical elements, apply and combine musical elements when creating cover song, perform successfully within and ensemble.

HT3: Songwriting

Understand the knowledge and skills required to compose a popular song.

Create and compose music with a partner, use technology appropriately, understand how popular music is created using the musical elements, explore music from a discreet style/genre, use notation appropriately.

Explore key features of popular music, apply these features when composing an original popular song (minus vocals), use technology to compose song, apply and combine musical elements when composing popular song, compose an original song (in the style of a backing track minus vocals).

HT4: Arrangements

Understand what is meant by arranging and create an original arrangement.

Perform, listen to and evaluate music from a discreet genre/style, arrange and perform music with a partner, focus on fluency, accuracy and expression and explore music from a great composer (Grieg), apply and combine the musical elements.

Explore Classical Music through Grieg's Mountain King, perform this melody with fluency and accuracy, explore the underlying harmony line, explore what is meant by an arrangement, understanding how musical elements are used when arranging, create an original arrangement of Mountain King.

ASSESSMENT
Summative or AFL

HT3 & HT4:

End of project showcases, recorded and reviewed by students and teachers.

Weekly verbal diagnostic assessment based on composition and performance skills and application of musical elements.

HT3 Key Outcomes:

Demonstrate strong understanding of songwriting and prepare and original popular song (minus vocals) making use of stylistic features.

HT4 Key Outcomes:

Demonstrate strong understanding of arrangements and prepare an original arrangement of Mountain King through use of musical elements.

HT5: Just Play!

Develop knowledge and skills required for playing in a large ensemble, and stylistic features of popular music.

Perform in a large ensemble setting, focus on performing with fluency, accuracy and expression, use relevant notation (chord charts), listen to and perform music from a variety of different genres and artists.

Students revisit and explore stylistic features of popular music (including advanced verse/chorus form, advanced chords etc.), develop strong ensemble skills when performing as a class, have chance to perform on a variety of popular style instruments (including ukulele, guitars, drums and keyboards), and explore music from a variety of different artists and styles.

HT6: Film Music

Develop and understanding of film music, how music creates effects and the use of musical elements when composing film music.

Students will improvise and compose using technology with a partner, students will explore a variety of notation methods appropriately, students will apply and combine musical elements to create different effects, students will explore music from great film composers.

Students explore the use of music in film, how music creates an effect, the use of specific features such as leitmotifs, how musical elements are applied and combined to create an effect, the use of technology when composing original music to accompany a short film clip.

ASSESSMENT
Summative or AFL

HT5 & HT6:

End of project performance showcases, recorded and reviewed by students and teachers.

Weekly verbal diagnostic assessment based on performance and composition skills (including the application of musical elements).

HT5 Key Outcomes:

Demonstrate strong performance skills when working in whole-class ensemble, demonstrate understanding of popular music stylistic features.

HT6 Key Outcomes:

Demonstrate a strong understanding of film music, the use of musical elements to create effects and explore stylistic features such as leitmotifs.