

KS3 Long Term Curriculum Plan: Music Year 9

<p><u>Curriculum Aim:</u></p> <ul style="list-style-type: none"> To establish a bridge to GCSE techniques for Music and all subjects (to ensure relevance in learning to all students of the uptake to GCSE) To introduce analysis alongside actual performance and playing to gain knowledge of the “how” in music. To focus the year’s work around the composer- both the greats and pupils developing compositional skills
<p><u>Link to prior learning:</u></p> <p>In Year 8 students will have:</p> <ul style="list-style-type: none"> A working knowledge of chords and chord structures An understanding of the work genre in Music An association with social and historical events and their reflection in music Preparatory skills in composition via improvisation Some understanding of ensemble and arrangements
<p><u>Rationale of sequencing:</u></p> <p>Students will have moved with understanding both practical and analytical through the essential multi-tasks of melody, harmony and rhythm. They will have focused their attention in Year 8 on one major style (Jazz) and be prepared for the three main elements for GCSE. They will also be enriched by the wide variety of styles already covered and their associations with dance. Composition is covered in the first term to develop knowledge gained in Year 8, namely chords, inversions and harmonic structures. The performance element challenges pupils’ skills previously gained. The analytical element is again an onwards step from Year 8. Pupils can now use their extensive understanding of composition having studied it to further understand Williams’ use of Leitmotifs and arrangements.</p>

	Focus / Topic	Knowledge & Skills (from NC/Programmes of Study)	Assessment
Autumn 1	Music to Dance to Composition: Tango	Learning the purpose and skills of a composer. Revision of bass and treble clef, chords and inversions, introduce cadences and learn harmonic structures and passing notes. Composition to begin writing a formula- Tango minor bassline.	Assess performance of the bass. Submit final assessment recorded and notated. Differentiation various notation options, use of ornamentation, range
Autumn 2		Develop melody lines with understanding of passing notes and interval relationships. Disjunct and angular melody. To create and compose music on their own (National Curriculum) Assessment Weekwb 7 November Treble and Bass Clef Test	
Spring 1& 2	Analysis: John Williams: The Film Composer	To discover the ways in which composers develop themes for film scenes that connect and enhance imagination and compliment action and characterisation. To compare styles and develop further analytical study using correct vocabulary to identify facts, describe them and explain intentions. To identify themes, ideas and subjects	Written commentary of how the music creates an emotion and atmosphere appropriate for the film. Perform the theme of ‘Harry Potter’ and ‘Jurassic Park’

		and how composers develop motifs and their use of leitmotifs. Assessment Weekwb 20 February Treble and Bass Clef Test	
Summer 1		To perform themes of 'Star Wars'. Analysis of the opening scene of Star Wars IV: A New Hope with a focus on the impact that the music has on the scene.	Performance of Star Wars
Summer 2		Assessment Weekwb 20 June Song writing	

Further Information

Developing opportunities for choir and band through extended and extra-curricular activities which include peripatetic provision and concerts and festivals

National Curriculum:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239088/SECONDARY_national_curriculum_-_Music.pdf