

**KS3 Curriculum Intent:**

In Years 7-9, we seek to establish a firm grounding in students' knowledge and understanding of staff notation and the elements of music (rhythm, melody, dynamics, tempo, structure, texture, sonority, harmony). Students listen to, analyse and evaluate music across a range of historical periods, genres, styles and traditions. Students develop instrument-specific techniques on a least three different types of instruments and where possible, music technology enhances learning. Students understand and explore how music is created, produced and communicated. In addition, students develop many vital transferable skills including teamwork, communication, problem solving, leadership and self-reflection. Our curriculum is designed to offer students the best possible experience of music, enabling everyone to have the potential to continue this subject at a higher level regardless of their starting point.

**Music Year 9 Curriculum:**

There are six main skill areas in Key Stage Three Music: Singing, Playing, Improvising, Composing, Listening & Appraising, and Social. For each unit of work there is a specific assessment criterion linking to one or more of the Year 8 performance standards as outlined below. By meeting the criteria of the individual units students will achieve in all 11 performance standards.

**Autumn Term****Unit 1 – Romantic Period 1810-1900 (Waltzes)****Performance standards 3, 7, 8, 9, 10**

Study of Romantic Period 1810-1900: history, orchestra and key composers  
Advanced use of chords – rhythmically and melodically using waltz bass line as example  
Advanced melody writing techniques – passing notes, auxiliary notes, more complex rhythms  
Composition project based on chord sequences including use of Sibelius (IT)

**Unit 2 – Music and Words 1, 2, 3, 5, 6, 7, 8, 9**

Study word setting and natural rhythm of words and how this applies in narratives and songs  
Study music from the Programme Music and analyse how music can portray text (Vivaldi's winter)  
Study protest songs from 1950 to present day and identify how music allows freedom of expression and how to the musical elements reflect the text/lyrics  
Compose either a protest song or programmatic piece with narration to demonstrate knowledge gained of the musical elements

**Autumn Term Assessment Criteria****Unit 1 – Romantic Period 1810-1900 (Waltzes)**

I can compose a melody in treble clef that includes passing notes and auxiliary notes  
I can compose and notate a traditional waltz bass line using bass clef  
I can compose a melody using a given chord sequence and play it on the keyboard  
I can use Sibelius to compose a piece of music for piano  
I understand how the orchestra has developed over time and can identify key features and instruments of the Romantic Period aurally  
I can rehearse effectively and revise my work to improve it independently

**Unit 2- Music and Words**

I can analyse music in a variety of genres, identifying the use and changes of musical elements  
I understand how music can be used to portray a scene, place, or issue e.g. politics  
I can compose using the musical elements  
I can rehearse effectively and revise my work to improve it independently  
I can notate my composition using the appropriate notation score (lead sheet, graphic score and/or staff notation)  
I can perform my composition with confidence and accuracy

**Spring Term****Unit 3 – Samba****Performance standards 4, 5, 6, 7, 8, 9, 10, 11**

History and culture of Brazil including Samba bands (and instruments) and Rio festivals  
Advanced Rhythmic composition techniques and structure – main groove, call & response, syncopation, breaks, intro/outro, polyrhythm, crossrhythm  
Group composition and performance project using Samba structure, master drummer leadership role and complex rhythmic patterns. Additional musical elements including fast tempo and dynamics also important.

**Unit 4 – Film Music****Performance standards 5, 6, 8, 9, 10, 11**

Study of Film Music genres, their distinguishing features, and key composers  
Creating atmosphere/setting a scene through music  
Leitmotif  
Film Music group composition – performing alongside a film clip  
Focus on use of the elements of music to create an effect

**Spring Term Assessment Criteria****Unit 2 – Samba**

I understand the origins of Samba and know about the different instruments  
I can read and compose using rhythm notation  
I can compose and perform syncopated rhythms, maintaining a steady pulse  
I understand the Samba structure and can use it effectively in a performance  
I can hold an independent part within a group, performing with confidence  
I can improvise a solo rhythm within a call & response structure  
I can use the elements of music to make my composition effective  
I can work well with others, responding to them during a performance and rehearsing with them effectively

**Unit 4 – Film Music**

I can identify key features of different film genres, distinguishing between them aurally  
I can compose a leitmotif and perform it in different contexts, adapting it musically  
I can show understanding of the elements of music through composition  
I can choose appropriate instruments for a horror film composition  
I can compose and perform a film composition effectively including accurate timing alongside the scene action  
I can compose and rehearse with others, discussing and revising ideas effectively  
I can notate my composition appropriately

**Summer Term****Unit 5 – Popular Music****Performance standards 1, 2, 3, 4, 6, 7, 8, 9, 10, 11**

History of pop including genres, links with youth & fashion, from 1950 to present day  
Pop song structure  
Composition skills – riffs, developing use of chords  
Debate the success of TV talent shows in support of the music industry  
Performance project – students choose own genre and group, duet or solo – all performances must include lyrics, chords and a riff

**Summer Term Assessment Criteria****Unit 5 – Popular Music**

I can identify key popular music instruments aurally and can distinguish between different popular music genres  
I understand how music has developed in recent history and how it has influenced and been influenced by politics and other key events  
I can perform a student-led group song with confidence  
I can hold an independent part in a group performance with confidence and accuracy  
I can work well with others in performance and rehearsal

**Key Performance Standards Year 9 Music**

Each statement is linked to one or more of the main skill areas for KS3 Music as listed above

1. Sing with clear diction, control of breathing, accurate tuning and an appropriate tone
2. Compose within a variety of genres showing creativity and independence, and an understanding of time, place and audience
3. Hold a part within a student-directed vocal ensemble
4. Play more complex melodies with chord-based accompaniments

5. Perform with consideration for the elements of music
6. Improvise within an organised structure
7. Compose complex pieces focusing on structures and more advanced rhythms and chords
8. Critique own and others' work, offering specific comments and justifying these
9. Demonstrate increased confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal