



# Curriculum Overview

## Curriculum Area: Music Year: 9

### Year 9 Curriculum:

#### **Autumn Term: Intro to Ableton**

At the start of year 9, pupils will start to explore technology and music, using different types of software. Using Ableton Live and an Ableton Push 2, pupils will compose their own ostinatos/riffs and develop loops. They will begin to look at melody writing and using different techniques to do this using the Push 2. Pupils will continue to develop their listening skills by analysing a variety of different pop music case studies.

#### **Spring Term: Film Music**

During this unit, pupils will understand how music is composed for television and film, by composing their own soundtrack. Pupils will discover leitmotifs, concords/discords, sequencing and intervals to develop a soundtrack suitable for different movie genres. They will also look at the use of Sonority (Timbre) in film music and how this has an impact on the audience, as well as a focus on the impact of timing when composing for TV and film.

Focused composer/pieces:

- John Williams – Harry Potter Theme
- John Carpenter – Halloween Theme

#### **Summer Term: Remix**

Pupils will understand how to use a lead sheet and develop their instrument and/or technology skills by creating a remix of the song of their choice. They will explore song structure, texture and different accompaniment styles to create a performance. They will need to explore different styles of pop music and add elements from different genres to their remix.

Focused composer/piece:

- Ed Sheeran – Shape of You

### Links to National Curriculum

By the end of Key Stage 3 (Year 9), pupils will have:

- gained an **aural knowledge** of some of the great musical output of human civilisation
- engaged with creative processes through **improvisation** and **composition**
- built an understanding of how **musical elements** work and discussed how these interact with subjective and objective models of musical meaning
- developed knowledge of a wider range of notes and improved their **fluency in music notation**. Notation can grant access to a lifelong passion for music making if this skill is nurtured.

### Knowledge and understanding of this curriculum will be assessed by:

Whole class performances  
Individual performances  
Listening quizzes  
Knowledge checks

### Powerful Knowledge/Cultural Capital Opportunities

Pupils will develop a deeper understanding of the music they perform by learning to listen critically, to not only expand their musical horizons but also gain a deeper understanding of how music is constructed and the impact it can have on the listener. Listening to a broad range of music also helps develop other areas of musical activity, including composing and performing. Composing is a core element of the music curriculum. It gives pupils a chance to create their own music and express themselves. As such it can be a powerful lever for engaging pupils in curriculum music. Co-curricular music enables pupils to make substantial progress as instrumentalists and singers, soloists and ensemble members, and makes a significant impact upon the development of pupils' musical identity.