



Key Stage 3 Curriculum Journey: Year 9 Music

		Riffs	Northern Bands	Pop Music 1 - Eras	Pop Music 2 - Composing	EDM
Key content (know that...Know how...)		<ul style="list-style-type: none"> <li>Standard notation.</li> <li>Treble and bass clef application and reading.</li> <li>Standard chord progressions.</li> <li>Cultural understanding of riffs and their function in music.</li> <li>Composing riffs.</li> <li>Performing riffs from a variety of popular music and rock styles.</li> <li>Keyboard, guitar instrumentation.</li> <li>Listening with increasing discrimination.</li> <li>The elements of music.</li> <li>Working as a soloist and ensemble.</li> <li>Exploration of drum notation and reading of drum notation.</li> <li>Singing using your voice.</li> </ul>	<ul style="list-style-type: none"> <li>Northern bands and styles of music.</li> <li>Exploration of working as a band ensemble.</li> <li>Solo music skills.</li> <li>Working as a band to arrange a version of a pop/rock song.</li> <li>Music rehearsal discipline.</li> <li>Listening to pieces of popular/rock music from the Indie labels and exploring the use of the elements of music.</li> <li>Opportunity to perform using voice or chosen instrument.</li> <li>Standard notation/another relevant notation reading.</li> </ul>	<ul style="list-style-type: none"> <li>Historical decades of pop music, 1950s to 2000s.</li> <li>Cultural and social understanding of developments in styles and technology.</li> <li>Practising a selection of popular melodies across the decades.</li> <li>Performing own choice of song from the selection.</li> <li>Listening with increasing discrimination.</li> <li>Keyboard and guitar instrumentation.</li> <li>Opportunity to perform using voice or chosen instrument.</li> <li>Standard notation/another relevant notation reading.</li> </ul>	<ul style="list-style-type: none"> <li>Compose to a brief related to the previous unit.</li> <li>Write own lyrics/use existing lyrics/use AI.</li> <li>Compose a “catchy” chorus melody.</li> <li>Compose a contrasting verse melody.</li> <li>Harmonise the song with appropriate Chord I, IV, Vs.</li> <li>Record the song into a DAW.</li> <li>Add additional layers.</li> <li>“Perform” to each other.</li> <li>Evaluate.</li> </ul>	<ul style="list-style-type: none"> <li>Historical exploration of the history of dance music.</li> <li>Four on the floor, bass drop, programming, beat matching, sample manipulation.</li> <li>Explore, rehearse and perform EDM dance music hooks.</li> <li>Listen to pieces of music from key composers in the EDM genre with discrimination and recognise interrelated dimension functions within them.</li> <li>Composing a piece of EDM music on a DAW.</li> <li>Music technology effects.</li> </ul>
Prior Knowledge		<ul style="list-style-type: none"> <li>Simple chords (triads) – major and minor.</li> <li>Keyboard, guitar skills.</li> <li>Recognise instrumentation through listening with discrimination.</li> <li>Application and identification of the elements of music.</li> <li>Composing using pitch.</li> <li>Improvisation.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the elements of music.</li> <li>Application and exploration of some elements.</li> <li>Performance using standard notation.</li> <li>Standard notation and keyboard skills.</li> <li>Guitar tab.</li> <li>Composing, performing and rehearsal.</li> <li>Keyboard knowledge.</li> <li>Popular music instruments.</li> <li>Riffs.</li> <li>Drum notation.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the elements of music.</li> <li>Application and exploration of some elements of music.</li> <li>Performance using standard notation.</li> <li>Standard notation and keyboard skills.</li> <li>Performing and rehearsal.</li> <li>Keyboard knowledge.</li> <li>Identification of the instruments of the orchestra and music technology.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise instrumentation through listening with discrimination.</li> <li>Application and exploration of some elements of music.</li> <li>Application and identification of the elements of music.</li> <li>Composing using a DAW.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise instrumentation through listening with discrimination.</li> <li>Application and identification of the elements of music.</li> <li>Composing using a DAW.</li> </ul>



<p>KS3 National Curriculum Links</p>	<ul style="list-style-type: none"> <li>• Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</li> <li>• Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</li> <li>• Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</li> <li>• Identify and use the elements of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</li> <li>• Listen with increasing discrimination to a wide range of music from great composers and musicians</li> <li>• Develop a deepening understanding of the music that they perform and to which they listen, and its history.</li> </ul>	<ul style="list-style-type: none"> <li>• Play and perform confidently in a range of solo and ensemble contexts, playing instruments musically, fluently and with accuracy and expression</li> <li>• Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</li> <li>• Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</li> <li>• Identify and use the elements of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</li> <li>• Listen with increasing discrimination to a wide range of music from great composers and musicians</li> <li>• Develop a deepening understanding of the music that they perform and to which they listen, and its history.</li> </ul>	<ul style="list-style-type: none"> <li>• Play and perform confidently, playing instruments fluently and with accuracy and expression</li> <li>• Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</li> <li>• Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</li> <li>• Identify and use the elements of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</li> <li>• Listen with increasing discrimination to a wide range of music from great composers and musicians</li> <li>• Develop a deepening understanding of the music that they perform and to which they listen, and its history.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</li> <li>• Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</li> <li>• Identify and use the elements of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</li> <li>• Listen with increasing discrimination to a wide range of music from great composers and musicians</li> <li>• Develop a deepening understanding of the music that they perform and to which they listen, and its history.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</li> <li>• Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</li> <li>• Identify and use the elements of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</li> <li>• Listen with increasing discrimination to a wide range of music from great composers and musicians</li> <li>• Develop a deepening understanding of the music that they perform and to which they listen, and its history.</li> </ul>
<p>Assessments</p>	<ul style="list-style-type: none"> <li>• Students will be assessed in the areas of:</li> <li>• Performance: Performing on the keyboard/chosen instrument. Composing/ arranging a riff on your chosen instrument. Listening and Appraisal: Listen with increased discrimination and analysis of the elements of music.</li> </ul> <p>A summative assessment will take place in the final weeks of the scheme of work.</p>	<ul style="list-style-type: none"> <li>• Students will be assessed in the areas of:</li> <li>• Performance: Performing as a band ensemble. Composing/arranging to a set brief in the style of northern rock/pop music.: Listen with increased discrimination and analysis of the elements of music.</li> </ul> <p>A summative assessment will take place in the final weeks of the scheme of work.</p>	<ul style="list-style-type: none"> <li>• Students will be assessed in the areas of:</li> <li>• Performance: Performing a selection of melodies from different decades of pop. Listening and Appraisal: Listen with increased discrimination and analysis of the elements of music.</li> </ul> <p>A summative assessment will take place in the final weeks of the scheme of work.</p>	<ul style="list-style-type: none"> <li>• Students will be assessed in the areas of:</li> <li>• Composing to set brief linked to a decade of pop music. Listening and Appraisal: Listen with increased discrimination and analysis of the elements of music.</li> </ul> <p>A summative assessment will take place in the final weeks of the scheme of work.</p> <ul style="list-style-type: none"> <li>• Students will also receive live assessments and feedback throughout the scheme of work.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be assessed in the areas of:</li> <li>• Composing to set brief linked to an EDM style. Listening and Appraisal: Listen with increased discrimination and analysis of the elements of music.</li> </ul> <p>A summative assessment will take place in the final weeks of the scheme of work.</p> <ul style="list-style-type: none"> <li>• Students will also receive live assessments and feedback throughout the scheme of work.</li> </ul>



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