



Key Stage 3 Curriculum Journey: Year 9 Music

	<div> <div>←</div> <div>Week 1</div> <div>→</div> </div>					Week 39
	Riffs	Indie Bands	Pop Music 1 - Eras	Pop Music 2 - Composing	EDM	
Key content (know that...know how...)	<ul style="list-style-type: none"> Standard notation. Treble and bass clef application and reading. Standard chord progressions. Cultural understanding of riffs and their function in music. Composing riffs. Performing riffs from a variety of popular music and rock styles. Keyboard, guitar instrumentation. Listening with increasing discrimination. The elements of music. Working as a soloist and ensemble. Exploration of drum notation and reading of drum notation. Singing using your voice. 	<ul style="list-style-type: none"> Indie bands and styles of music. Exploration of working as a band ensemble. Solo music skills. Working as a band to arrange a version of a pop/rock song. Music rehearsal discipline. Listening to pieces of popular/rock music from the Indie labels and exploring the use of the elements of music. Opportunity to perform using voice or chosen instrument. Standard notation/another relevant notation reading. 	<ul style="list-style-type: none"> Historical decades of pop music, 1950s to 2000s. Cultural and social understanding of developments in styles and technology. Practising a selection of popular melodies across the decades. Performing own choice of song from the selection. Listening with increasing discrimination. Keyboard and guitar instrumentation. Opportunity to perform using voice or chosen instrument. Standard notation/another relevant notation reading. 	<ul style="list-style-type: none"> Compose to a brief related to the previous unit. Write own lyrics/use existing lyrics/use AI. Compose a “catchy” chorus melody. Compose a contrasting verse melody. Harmonise the song with appropriate Chord I, IV, Vs. Record the song into a DAW. Add additional layers. “Perform” to each other. Evaluate. 	<ul style="list-style-type: none"> Historical exploration of the history of dance music. Four on the floor, bass drop, programming, beat matching, sample manipulation. Explore, rehearse and perform EDM dance music hooks. Listen to pieces of music from key composers in the EDM genre with discrimination and recognise interrelated dimension functions within them. Composing a piece of EDM music on a DAW. Music technology effects. 	
Prior Knowledge	<ul style="list-style-type: none"> Simple chords (triads) – major and minor. Keyboard, guitar skills. Recognise instrumentation through listening with discrimination. Application and identification of the elements of music. Composing using pitch. Improvisation. 	<ul style="list-style-type: none"> Recognise the elements of music. Application and exploration of some elements. Performance using standard notation. Standard notation and keyboard skills. Guitar tab. Composing, performing and rehearsal. Keyboard knowledge. Popular music instruments. Riffs. Drum notation. 	<ul style="list-style-type: none"> Recognise the elements of music. Application and exploration of some elements of music. Performance using standard notation. Standard notation and keyboard skills. Performing and rehearsal. Keyboard knowledge. Identification of the instruments of the orchestra and music technology. 	<ul style="list-style-type: none"> Recognise instrumentation through listening with discrimination. Application and exploration of some elements of music. Application and identification of the elements of music. Composing using a DAW. 	<ul style="list-style-type: none"> Recognise instrumentation through listening with discrimination. Application and identification of the elements of music. Composing using a DAW. 	



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



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