YEAR 9 MUSIC

YEAR 9 MUSIC INTENT	In Year 9 our students will begin to explore the various roles within the Music Industry and will gain an understanding of how they link together to form a whole. They will be inspired to develop their skills in one or more of these roles through a range of practical tasks, refining the skills needed to be successful in their future careers. They will be developing as performers, learning how to plan and stage a short performance in front of a live audience as part of a group, understanding the need to consider a variety of different aspects to make a performance successful. Students will develop as composers, with a reasonable understanding of how to compose to a given brief, creating and producing a piece of music which demonstrates flair and imagination and working within the expected conventions of their chosen genre. Students will have learned a selection of Music Production skills and will demonstrate this through the creation of low key multimedia artefacts such as television adverts which mirror existing products. Students in Year 9 will be able to listen to a variety of different styles of Music and appraise what they hear effectively, identifying and commenting on the key features within a piece using appropriate musical terminology.

Exam Information (Y10-11)	Board:	Edexcel/RSL
	Qualification:	Level 1/Level 2 BTEC First Award in Music (EdExcel) and Level 2 Certificate in Music Performance (RSL)
	Website link to specification/resources:	BTEC Firsts Music (2013) | Pearson qualifications RSL Awards | Awarding the Contemporary Arts

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Classical Era in Music	**Developing as a Musical Performer**	**Electronic Dance Music**	**Glam Rock Music**	**Film Score**	**Musical Knowledge**
How has Music developed, evolved and changed over the past 300 years? How did the Classical Era shape Musical history? How can I play pieces originating from the Classical Era on Pianos and Keyboards (ie Fur Elise, Minuet and Trio) How does Music from the past influence the music I listen to today?	What specific things do I need to do to develop and improve my vocal or instrumental technique? How can I rehearse effectively, sticking to an agreed practice plan, in order to develop as a performer? What skills do I need for an effective performance?	What are the key conventions of the Electronic Dance Music Genre? How do I use GarageBand and Charanga/Yumu Music technology software and Live Electronic instruments to compose? How can I use samples effectively? How can I develop my lyric writing skills? How can I compose using Music Technology in a specific genre adhering to conventions?	How has Music developed and changed? What are the key conventions of Glam Rock? Why is Glam Rock so important in Musical History? How does Music from the past influence the music I listen to today? How do I perform as part of a whole class ensemble?	How is Music used in films to create atmosphere and interest? What is a Film Score and why is it important? How can I use a variety of sounds and melodies to create a suitable film theme which effectively tells the story of a particular film??	What are the key characteristics of three chosen genres of music? How have these developed and changed over history? How do different musical genres compare and contrast? How do I analyse examples of music? How do I research and then communicate my findings effectively? How can I create a video blog?
Can do statement 3 (M): Students will be able to identify and analyse the key features and instruments of the Classical Era and can explain and evaluate how the key developments from the Classical Era have impacted on music composed more recently. Students will be able to perform Fur Elise confidently with two hands on the piano (right hand melody, left hand accompaniment) and confidently play all four motifs from	**Can do statement 3 (M):** Students will be able to identify and analyse their own strengths and weaknesses as a musician and set themselves realistic, achievable and time bonded SMART targets to help them progress as a musician. Students will be able to rehearse effectively towards a specific target, making considered judgements about what they need to do next to improve, keeping a clear and	**Can do statement 3 (M):** Students will be able to identify and analyse the key features and effects used in a variety of different EDM genres and explain and evaluate how the key technological developments from the inception of EDM have impacted on music composed more recently. Students will be able to utilise their research effectively, relating what they	**Can do statement 3 (M):** Students will be able to identify and analyse the key features, instruments and effects used in Glam Rock and both explain and evaluate how Glam Rock Music relates to music composed more recently. Students will be able to take the lead in a large ensemble performance of Killer Queen, maintaining their own	**Can do statement 3 (M):** Students will be able to identify and analyse the key features and instruments used in Film Music and can explain and evaluate what Film Score is and how it is used to create mood and atmosphere. Students will be able to compose an imaginative and well-structured piece of music which clearly fulfils a given brief. Students will be able to effectively utilise different instrument timbres	**Can do statement 3 (M):** Students will be able to explain and evaluate how two chosen contrasting genres of music came about and how their development has impacted on Musical History. They will compare and contrast the two genres in depth. Students will be able to analyse and identify the key features and instruments used in two chosen genres, applying this knowledge to their analysis of specific examples of music. Students will be able

Minuet and Trio, structuring them into a complete piece and confidently play the First Movement of Symphony No. 40 on Piano. Students will be able to identify all of the keys on the keyboard and relate these confidently to a musical score **Can do statement 2 (S):** Students will be able to identify the key features and instruments of the Classical Era and understand how the key developments from the Classical Era have impacted on music composed more recently. Students will be able to perform the Fur Elise melody confidently, play all four motifs from Minuet and Trio and play the melody from Symphony No. 40 on Piano. Students will be able to identify most of the keys on a keyboard and relate these to a musical score. **Can do statement 1 (D):** Students will be able to identify some of the key features and instruments from the Classical Era. Students will be able to perform the main theme from Fur Elise on the Piano, one or more of the motifs from Minuet and Trio and the main motif from Symphony No. 40 on Piano with help from their teacher. Students will be able to identify some of the keys on a keyboard and can relate these to a musical score with help.	evaluative log of their progress. Students will be able to perform with accuracy, fluency, flair and expression on their chosen instrument and will be confident performing in front of an audience. **Can do statement 2 (S):** Students will be able to identify their own strengths and weaknesses as a musician and set themselves SMART targets to help them progress as a musician. Students will be able to rehearse towards a specific target, making judgements about what they need to do next to improve whilst keeping a log of their progress. Students will be able to perform their chosen piece accurately and fluently on an instrument with only minor errors and be reasonably confident performing in front of an audience. **Can do statement 1 (D):** Students will be able to identify what they need to do to improve as a musician and set themselves a suitable target. Students will be able to make progress towards a target by rehearsing regularly. Students will be able to perform on their chosen instrument in front of an audience.	have learned about the key features of different EDM genres to their own composition. Students will be able to compose, perform and record an effective, imaginative and well-structured song in a popular EDM genre. **Can do statement 2 (S):** Students will be able to identify the key features and effects used in certain popular EDM genres and understand how the key technological developments from the inception of EDM to the present have impacted on music composed more recently. Students will be able to incorporate the key features that they have learned about in my research into to my own composition. Students will be able to compose, perform and record an imaginative and well-structured song in a popular EDM genre **Can do statement 1 (D):** Students will be able to identify some of the key features and electronic effects used in EDM Music. Students will be able to use their research of a particular style of music to help them compose in a similar style. Students will be able to compose, record and perform at least one verse and a chorus of a song in a popular EDM genre.	part and directing others. Students will be able to script, record, edit and produce an informative and interesting professional sounding Podcast about Glam Rock Music. **Can do statement 2 (S):** Students will be able to identify the key features and instruments used in Glam Rock and understand how Glam Rock Music relates to music composed more recently. Students will be able to perform Killer Queen confidently as part of a large ensemble, maintaining their own part and keeping in time with others. Students will be able to script, record, edit and produce a Podcast about Glam Rock **Can do statement 1 (D):** Students will be able to identify some of the key features and instruments used in Glam Rock Music. Students will be able to perform Killer Queen as part of a group. Students will be able to create a Podcast with some help from my teacher and peers	and sounds created by electronic software to convey mood and meaning in their composition **Can do statement 2 (S):** Students will be able to identify the key features and instruments used in Film Music and explain what Film Score is and how it is used to create mood and atmosphere. Students will be able to compose a well-structured piece of music which fulfils a given brief. Students will be able to utilise different instrument timbres and sounds within electronic software to convey mood and meaning in their composition **Can do statement 1 (D):** Students will be able to identify some of the key features and instruments used in Film Music and have a basic understanding of what Film Score is. Students will be able to compose a piece of music which responds to a brief. Students will be able to understand how different instrument timbres and sounds can be used to convey mood in their composition.	to script, record, edit and produce an informative and interesting professional sounding video about two chosen genres **Can do statement 2 (S):** Students will be able to describe how two chosen contrasting genres of music came about and how their development has impacted on Musical History and can compare and contrast the two genres. Students will be able to identify the key features and instruments used in two chosen genres, applying this to specific examples of music. Students will be able to script, record, edit and produce a video about two chosen genres. **Can do statement 1 (D):** Students will be able to describe some of the historical features of two genres of music. Students will be able to identify some key features in Music that they listen to. Students will be able to create a video about two chosen genres of music with some help from their teacher and peers.