



The curriculum for this stage of students' education has been designed to be inclusive to all students and to build on the musical skills and enthusiasms developed so far in KS3. The aim is to encourage all students to perform and create music to the top of their ability. Students will continue to extend their subject specific vocabulary, music reading and writing skills and will develop in confidence and also their understanding of the skills needed to study at GCSE level if they should choose to do so. A wide variety of musical styles are included in the Year 9 curriculum to give students the opportunity to explore the subject in more depth and encourage a love of music: whether that is through performance, composing or appraisal.

<p><b>HALF TERM 1 – HIP-HOP PROJECT</b> Students will be writing their own hip-hop song, using techniques from popular music learnt in the previous years.</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• How to write a bassline.</li> <li>• How to write lyrics.</li> <li>• How to select appropriate instruments for their song.</li> <li>• Typical features of a hip-hop / popular song.</li> <li>• How to use a DAW</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <ul style="list-style-type: none"> <li>• Evidence of their composition – written and recorded.</li> <li>• Written reflection of their progress</li> </ul>	<p><b>HALF TERM 2 – SAMBA</b> Students will explore samba through class ensembles and listening exercises.</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• Typical samba instruments</li> <li>• Conventions of a samba piece</li> <li>• A brief context of samba</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <ul style="list-style-type: none"> <li>• Group performances</li> <li>• A written reflection of their progress</li> </ul>	<p><b>HALF TERM 3 – ALTON TOWERS PROJECT</b> Students will explore the compositional technique of 'theme and variations' through a brief based project.</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• How to use a DAW</li> <li>• How to play 'In the Hall of the Mountain King'</li> <li>• How to vary a melody using compositional techniques</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <ul style="list-style-type: none"> <li>• A recorded composition on Bandlab</li> <li>• A written reflection of their progress</li> </ul>
<p><b>HALF TERM 4 – MINIMALISM</b> Students will explore the genre of minimalism through performance of 2 minimalist pieces</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• Definition of Minimalism</li> <li>• Key composers and history</li> <li>• A selection of minimalist composition techniques</li> <li>• How to structure a piece of minimalist music</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <ul style="list-style-type: none"> <li>• Small group performances</li> <li>• Written reflection of their progress</li> </ul>	<p><b>HALF TERM 5 – HEROES AND VILLAINS PROJECT</b> Students will explore programmatic music through composing a short piece for a self-designed comic strip.</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• What programmatic music is.</li> <li>• How composers create a story purely through musical means.</li> <li>• How composers create atmosphere using the elements of music.</li> <li>• How to choose appropriate instruments / sounds for their piece.</li> <li>• How to use both DAWs, electric and acoustic instruments in order to compose.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <ul style="list-style-type: none"> <li>• Evidence of their composition – written and recorded.</li> <li>• Written reflection of their progress</li> </ul>	<p><b>HALF TERM 6 – 'SCHOOL OF POP' PROJECT</b> Students will explore the conventions of popular music through learning a popular song in a band.</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• The typical structure of a popular song.</li> <li>• How to rehearse effectively in a small group.</li> <li>• How a popular band functions and its instrumentation.</li> <li>• Typical features of a popular song.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <ul style="list-style-type: none"> <li>• Group performances</li> <li>• Written reflection of their progress</li> </ul>

Embedding this knowledge can be supported at home by: Encouraging additional practice if there is an instrument at home, or by starting to learn an instrument through tuition at school. Making sure that students bring headphones/earphones (must have an AUX lead – no Bluetooth headphones please) to music lessons. Allowing access to computer to help students prepare and revise for knowledge tests, along with our online composition software to create music at home. Recognising the importance of music within the curriculum and its role in helping to build confidence, foster creativity and to build on both social and resilience skills. Pupils are encouraged to take part in extra-curricular activities including the production and more.