



Music Year 9

Curriculum Intent

The Music Department seeks to develop students' musical experiences through the three disciplines of performing, composing and listening. Students will perform, listen to and evaluate music across a range of historical periods, genres, styles and traditions and use their knowledge to compose music that is stylistically convincing. They will be taught instrumental skills for keyboard, ukulele and guitar, and perform solo as well as part of an ensemble. Students will understand and explore how music is created, produced and communicated through manipulation of the elements of music. They will gain experience using a range of notations. By the end of the Key Stage they should possess the skills and understanding needed to study Music at GCSE and/or pursue Music as a hobby.

"Music gives a soul to the universe, wings to the mind, flight to the imagination, and life to everything." Plato

Students will learn:-

Term 1:

- Minimalism/Minimalist House Music,
- Play by ear: Philip Glass melodic motifs

Term 2:

- Jazz/ Jazz-influenced Hip-Hop
- Play by ear: Eine Kleine Nachtmusik

Term 3:

- Reggae and Ska
- Singing as a group
- Play by ear: The Kubricks

How can you enhance your learning at home?

- [BBC Bitesize](#) (Minimalism)
- [BBC Bitesize](#) (Minimalism video)
- Terry Riley's [In C](#) (performance with score)
- [Zach Deputy](#) - Jam in the Van performance: (example of layering; *not minimalism*)
- [Avicii's Levels](#) (example of house music employing minimalist techniques)
- [BBC Bitesize](#) (Jazz)
- [Miles Davis 'Kind of Blue'](#)
- [Snarky Puppy 'Quarter Master'](#)
- [YouTube video](#): How Miles Davis Changed Jazz
- [YouTube video](#): So What live
- [BBC Bitesize](#) (Caribbean Music)
- Musical Contexts song resource
- [YouTube tutorial](#) (A Message to You Rudy – Ska)
- [YouTube tutorial](#) (Reggae bubble organ)
- Features of Reggae Video + Quiz & Listening Research

Knowledge, Understanding & Skills

Students will:

Perform with technical control, expression and interpretation

- Performing solo and as part of an ensemble e.g. *So What* by Miles Davis – Modal Jazz
- Performing simple, repetitive parts with awareness of musicality
- Improvising as part of an ensemble

Compose and develop musical ideas with technical control and coherence

- Planning and composing a piece of music in a given style (Minimalism) and structure (London Eye Task), in a given style (Jazz) and structure (Head, Improv, Head), *Yellow Bird*, *Three Little Birds* – Reggae and *A Message to You Rudy* – Ska
- Composing basslines, riffs and motifs

Demonstrate and apply musical knowledge

- Minimalist techniques including metamorphosis, phase shifting and fading, additive and subtractive patterns, layering and repetition
- Maintaining interest through manipulation of texture and dynamics
- Jazz techniques and features including chord extensions, modulations, rhythmic elements such as swing, structural conventions and instrumentation. Improvisation techniques. Use of pentatonic scales, call & response and communication within an ensemble
- Stylistic conventions of Modal Jazz
- (Reggae/Ska) and structure (Song Form), chord progressions & writing lyrics. Reggae/Ska techniques and features including a one-drop drum rhythm, skank chords on the guitar which might be doubled by an organ bubble, repeating bass line and a vocal melody
- Simple chord progressions of two/three/four chords, Tempi appropriate to style

Use appraising skills to make evaluative and critical judgments about music

- Understanding historical and social context of :-
- minimalism and links to other styles, including dance genres
- Jazz and links to other styles, including funk and hip-hop genres
- Reggae/Ska and links to other styles, including pop and other Caribbean genres

What does excellence look like?

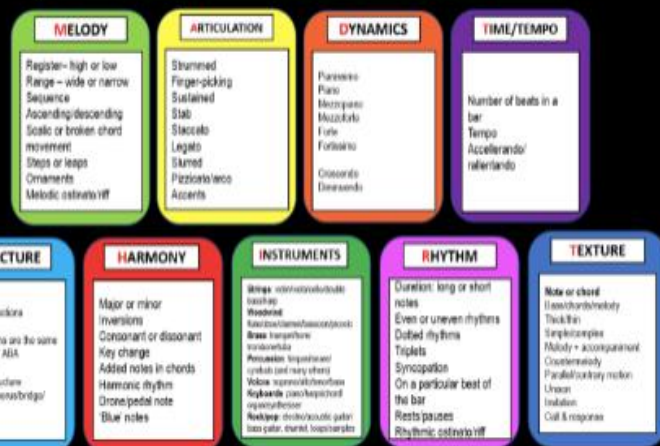
- Achieving above your target grade in the final assessment of the topic.
- Engaging with every topic/discussion with enthusiasm.
- Asking lots of questions.
- Showing improvement between activities.
- Leading an ensemble
- Demonstrating resilience and the ability to engage in purposeful rehearsal techniques
- Playing more than one instrument



Wider Reading/Listening:

- [Spotify playlist \(Minimalist Music\)](#)
- [Spotify playlist \(Jazz Music\)](#)
- [Reggae Classics \(Spotify playlist\)](#)
- [The Best of 2-Tone \(Spotify album\)](#)
- [Eine Kleine Nachtmusik album](#)

DESCRIBING MUSIC USING 'MAD T-SHIRT'



How will students be assessed?

Students...

- Are able to hold a harmony line in a big group (AO1)
 - Are able to hold own part in ensemble performance and follow performance directions in the moment (AO1)
 - Are able to perform with fluency or show evidence of developing fluency (AO1)
 - Are able to compose a piece of music which has a clear sense of style, structure, and purpose (AO2/3)
 - Are able to suggest appropriate refinements to practical music (AO4)
- Are able to engage in purposeful rehearsal techniques and be resilient to setbacks in musical processes



“Music can change the world because it can change people.” Bono

International Dimension

International Dimension & Visits Programmes

- France: Sur le pont d'Avignon – singing on the bridge
- Spain: Flamenco workshop in Madrid
- Italy: Visit to Teatro alla Scala

International Dimension within the curriculum

- Ska, reggae and other related Caribbean genres including Calypso
- American jazz
- Italian and German musical terms