



Year 9 Music curriculum – 2024-2025

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	Music As A Product Project 7- Four Chord Songs Popular music styles & their history - Motown, Disco, Soul, Popular Music, Modern Pop and the components of a famous song. Chords & Lead Sheets - How to play simple chords, major, minor and 7ths. How to read tab, notation and drum sheets. Ensemble performance skills -. Good For You by Olivia Rodrigo/other choices etc. Adding vocals, bass, guitar, keys & drums.		Music As A Form Of Expression Project 8 - Songwriting Popular Music Styles - Britpop and manufactured pop, working on lyrics introduction to form and structure. Using a DAW to write a piece of music that includes the key components of a pop song such as bass, guitar, keys, vocals and drums.		Music As A Profession Project 9 Solo Performance & Ensemble Work Responsibility for own learning and preparation for KS4 music course. Rehearsing and practising performance pieces. Freedom of choice to allow for creativity.	



Knowledge & Understanding (National Curriculum) <i>Skills are across the whole year.</i>	Students will know and understand how to: • further develop their ability to play and perform confidently in a range of solo and ensemble contexts using a wide variety of instruments. • develop musical skills • identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices through Motown, Soul, Popular Music and Modern pop. • use their musical listening skills to develop understanding of minimalism and its structure. • develop a deepening understanding of the music that they perform and to which they listen, and the history of Motown, Soul, Popular Music and Modern pop. • how to use the Digital Audio Workstation (DAW) to add key components such as bass, guitar, keys, vocals and drums. • work independently to design Artist Tour project from site planning to promoting and performing.	
Skills	R <i>Develop</i> RESILIENCE	★ <i>Practise a piece of music, make mistakes, listen to how to put it right and re-completing the task.</i> ★ <i>Developing DAW work over an extended period of time, develop practice skills to improve.</i> ★ <i>Take responsibility and ownership over behaviours.</i>
	A <i>Possess</i> AMBITION	★ <i>Striving to produce practical, theory and DAW work that is at target or above.</i> ★ <i>Green pen for growth work carried out exceptionally well in theory tasks and understanding how verbal feedback can be used to inform improvements in practical activities.</i> ★ <i>Believing and working now to achieve your desired quality of life where music plays a central role to continued mental wellbeing.</i>



	I Demonstrate INTEGRITY	★ Understanding that staff should not be questioned when they are giving you instructions in order for you to learn. ★ Have all of the correct equipment so that you can start your learning promptly. ★ Taking responsibility for all musical equipment and DAW kit to ensure it is in a good condition for all users.
	S Embed Self-Discovery	★ Embrace and share your performances with others, allowing this to help you to improve . ★ Allow yourself to explore music outside of school by listening to a variety of different musical genres. ★ Engage in the extra curricular activities on offer in order to develop your skills and passions in a musical instrument.
	E Display EMPATHY	★ Involve yourself in peer feedback and allow yourself to learn from what others have to say - be positive and supportive when listening to each other's musical performances. ★ Always be helpful towards others and support the teacher with tasks when asked, especially in terms of musical instruments and their safe and appropriate use. ★ Everyone is different, be aware of our diversity and remember this allows us to grow and learn. Be kind to one another.



Curriculum Links	Motown, Disco, Soul, Popular Music, Modern Pop are investigated in Year 9 Term 1 as they support the learning of the Chords & Lead Sheets and allow ensemble performance using a variety of instruments, which have been used throughout year 7&8.	DAW is further developed from year 8 here with popular music style and song writing, but deepening the knowledge with adding bass, guitar, keys, vocals and drums. This supports KS4 work with controlled assessments.	The last term in year 9 sees students further develop their own performance practice schedules. They deepen their personal skills of professional practice to be able to perform in solo or ensemble work. They are given more freedom of genre and song choice as an insight into the expectations in KS4.
Assessment	Group performance based on four chord songs & home learning, listening & appraising. Holistic work from this term will also be considered.	Completed audio file of composed/arranged song and home learning, style & analysis. Holistic work from this term will also be considered.	Final performance (solo, duet or group performance based on free-choice). Teacher to facilitate with resources and guidance. Holistic work from this term will also be considered.
Aspirations & Careers	• Exploring careers in Artist tour projects, logistics, planning, producing and promoting. • The life and careers of different artist in Motown, Disco, Soul, Popular Music, Modern Pop • Students continue to be encouraged to play instruments outside the lesson for their own enjoyment. • Students are reminded that music can take you places you have never been and meet new people. • Students are taught about using music to address physical, emotional, cognitive, and social needs of individuals. Working in hospitals, schools, or private practice. • College courses and degrees in music are discussed through staff's own personal experiences.		