



# Year 9 Music Curriculum Sequence (Breadth)

**Intent:**

- Inspire students through a wide range of performance, composition and listening tasks; including use of technology.
- Develop practical skills by extending their fluency, accuracy and expressiveness across a range of instrumental/vocal disciplines
- Give learners the tools to listen to music with increasing discrimination in a wide range of music from great composers and musicians, understanding its history and context.

Each group will have 1 term in Music before they are rotated

| <b>HT1</b><br><b>Film Music</b>   | <b>HT2</b><br><b>Remixing and Technology Skills</b>  | <b>HT3</b><br><b>Film Music</b>   | <b>HT4</b><br><b>Remixing and Technology Skills</b>  | <b>HT5</b><br><b>Film Music</b>   | <b>HT6</b><br><b>Remixing and Technology Skills</b>  |
|---|--|---|--|---|--|
| <ul style="list-style-type: none"> <li>• To understand the importance of music in film</li> <li>• To identify different genres of film music and how musical features are used to create a desired effect</li> <li>• To develop listening and appraising skills through comparing how music is used across different film genres</li> <li>• To consider how composers work on a film score and what their process is e.g. Hans Zimmer: <a href="https://www.bbc.co.uk/bitesize/topics/zhdhscw/articles/mnk47h">https://www.bbc.co.uk/bitesize/topics/zhdhscw/articles/mnk47h</a></li> <li>• Develop composing and performance skills through creating music to match different genres</li> <li>• Develop their appraising skills by peer and self-assessment of composition tasks.</li> </ul> | <ul style="list-style-type: none"> <li>• Revise how to use the musical software BandLab</li> <li>• Understand and demonstrate key skills within BandLab</li> <li>• Develop confidence using editing skills within the software: moving loops/cutting/pasting /read &amp; write automation / inputting through midi devices</li> <li>• Students will use their knowledge of the elements of music to develop and extend their pieces</li> <li>• Students will be given a brief and will create their own compositions using the software.</li> <li>• Students will further demonstrate their understanding of structure, texture and use terminology such as Beat drop, breakdown, introduction and texture to utilise in their pieces</li> </ul> | <ul style="list-style-type: none"> <li>• To understand the importance of music in film</li> <li>• To identify different genres of film music and how musical features are used to create a desired effect</li> <li>• To develop listening and appraising skills through comparing how music is used across different film genres</li> <li>• To consider how composers work on a film score and what their process is e.g. Hans Zimmer: <a href="https://www.bbc.co.uk/bitesize/topics/zhdhscw/articles/mnk47h">https://www.bbc.co.uk/bitesize/topics/zhdhscw/articles/mnk47h</a></li> <li>• Develop composing and performance skills through creating music to match different genres</li> <li>• Develop their appraising skills by peer and self-assessment of composition tasks.</li> </ul> | <ul style="list-style-type: none"> <li>• Revise how to use the musical software BandLab</li> <li>• Understand and demonstrate key skills within BandLab</li> <li>• Develop confidence using editing skills within the software: moving loops/cutting/pasting /read &amp; write automation / inputting through midi devices</li> <li>• Students will use their knowledge of the elements of music to develop and extend their pieces</li> <li>• Students will be given a brief and will create their own compositions using the software.</li> <li>• Students will further demonstrate their understanding of structure, texture and use terminology such as Beat drop, breakdown, introduction and texture to utilise in their pieces</li> </ul> | <ul style="list-style-type: none"> <li>• To understand the importance of music in film</li> <li>• To identify different genres of film music and how musical features are used to create a desired effect</li> <li>• To develop listening and appraising skills through comparing how music is used across different film genres</li> <li>• To consider how composers work on a film score and what their process is e.g. Hans Zimmer: <a href="https://www.bbc.co.uk/bitesize/topics/zhdhscw/articles/mnk47h">https://www.bbc.co.uk/bitesize/topics/zhdhscw/articles/mnk47h</a></li> <li>• Develop composing and performance skills through creating music to match different genres</li> <li>• Develop their appraising skills by peer and self-assessment of composition tasks.</li> </ul> | <ul style="list-style-type: none"> <li>• Revise how to use the musical software BandLab</li> <li>• Understand and demonstrate key skills within BandLab</li> <li>• Develop confidence using editing skills within the software: moving loops/cutting/pasting /read &amp; write automation / inputting through midi devices</li> <li>• Students will use their knowledge of the elements of music to develop and extend their pieces</li> <li>• Students will be given a brief and will create their own compositions using the software.</li> <li>• Students will further demonstrate their understanding of structure, texture and use terminology such as Beat drop, breakdown, introduction and texture to utilise in their pieces</li> </ul> |
| <p><b>Teaching 'Film Music' supports:</b><br/>           Engagement in music<br/>           Engagement in extra-curricular uptake<br/>           AOS 2 (GCSE)<br/>           Unit 2 Performing (GCSE &amp; A level)<br/>           Unit 3 Composing (GCSE &amp; A level)<br/>           AOS 1-7 (A Level)<br/>           Performing, listening &amp; appraising, staff notation and ensemble skills (Yr9-13)</p>  | <p><b>Teaching 'Remixing and Technology Skills supports:</b><br/>           Engagement in music and music technology<br/>           Engagement in extra-curricular uptake<br/>           Component 2 &amp; 3 (BTEC Yr11)<br/>           Unit 388 (RSL Level 3 Music Tech)</p>  | <p><b>Teaching 'Film Music' supports:</b><br/>           Engagement in music<br/>           Engagement in extra-curricular uptake<br/>           AOS 2 (GCSE)<br/>           Unit 2 Performing (GCSE &amp; A level)<br/>           Unit 3 Composing (GCSE &amp; A level)<br/>           AOS 1-7 (A Level)<br/>           Performing, listening &amp; appraising, staff notation and ensemble skills (Yr9-13)</p>  | <p><b>Teaching 'Remixing and Technology Skills supports:</b><br/>           Engagement in music and music technology<br/>           Engagement in extra-curricular uptake<br/>           Component 2 &amp; 3 (BTEC Yr11)<br/>           Unit 388 (RSL Level 3 Music Tech)</p>  | <p><b>Teaching 'Film Music' supports:</b><br/>           Engagement in music<br/>           Engagement in extra-curricular uptake<br/>           AOS 2 (GCSE)<br/>           Unit 2 Performing (GCSE &amp; A level)<br/>           Unit 3 Composing (GCSE &amp; A level)<br/>           AOS 1-7 (A Level)<br/>           Performing, listening &amp; appraising, staff notation and ensemble skills (Yr9-13)</p>  | <p><b>Teaching 'Remixing and Technology Skills supports:</b><br/>           Engagement in music and music technology<br/>           Engagement in extra-curricular uptake<br/>           Component 2 &amp; 3 (BTEC Yr11)<br/>           Unit 388 (RSL Level 3 Music Tech)</p>  |
| <p><b>Film Music feeds from:</b><br/>           KS3 curriculum: Performing, Listening, Composing, Vocal skills, understanding staff notation</p>  | <p><b>Remixing and Technology Skills feeds from:</b><br/>           KS3 curriculum: Performing, Listening, Composing, Vocal skills, understanding staff notation<br/>           Y8 Topic of Music Production</p>   | <p><b>Film Music feeds from:</b><br/>           KS3 curriculum: Performing, Listening, Composing, Vocal skills, understanding staff notation</p>  | <p><b>Remixing and Technology Skills feeds from:</b><br/>           KS3 curriculum: Performing, Listening, Composing, Vocal skills, understanding staff notation<br/>           Y8 Topic of Music Production</p>   | <p><b>Film Music feeds from:</b><br/>           KS3 curriculum: Performing, Listening, Composing, Vocal skills, understanding staff notation</p>  | <p><b>Remixing and Technology Skills feeds from:</b><br/>           KS3 curriculum: Performing, Listening, Composing, Vocal skills, understanding staff notation<br/>           Y8 Topic of Music Production</p>   |