



**Intent for the Year 9 Music Curriculum 2021-2022**

In year 9, students are beginning to make a decision about the subjects that they want to choose. For some students this means that this is the final time they will participate in music during education but for some this acts as the key stepping stone into GCSE/BTEC music. For this reason, the intent of the year 9 music curriculum is to build on skills learned throughout years 7 and 8 as well as maintaining interest for students who are in their last year of music education within school by developing character, giving career insights and including a range of skill options to choose from. Our intent from year 7 is to instil a love a music into all students even if it does not become a career path past year 9. We hope to develop rounded individuals that will continue participating in, listening to music and going to watch live performances throughout their lives.

'All children will experience a well-balanced and comprehensive curriculum that enhances informed, intellectual, developmental and moral character. As a result, this will improve life chances, interpersonal relationships, social mobility and preparedness for employment. Our curriculum will encourage everyone to have a positive impact on society.'

**Implementation:** *Demonstrated in the table below.*

*Students will be working on a 10 week rotation between the Creative Arts (Music, Drama, Art, DT). This means most students will get at least 3 x 10 week rotations of each subject throughout the year. We will be working on SoW that fits roughly around a 5 or 10 week timetable to allow for all students to experience all content.*

**Curriculum adaptations as a result of the pandemic:**

Some students only received music last year online due to the structure of the rotations. This means that there will be many students within this year group that won't have touched an instrument for more than a year. For this reason, the curriculum is designed around developing performance skills as well as building on other musical aspects such as composition in order to build student's confidence back up within the subject. Topic 2, composing, has been adapted from composing and arranging to match the Y8 curriculum for this year only so that students can develop song writing skills which they did not do last year due to Covid.

<b>Weeks</b>	<b>Enquiry/Topic/Unit:</b> What is going to be taught?	<b>Key Outcomes:</b> What will students have achieved by completing this scheme of learning?	<b>Character Education:</b> How does this topic link to a sense of Self, Others and the World, in terms of	<b>Assessment:</b> Will there be formative and/or summative testing? What role will interleaving play? How will this be marked?	<b>Vocabulary:</b> What are the key words for this topic/unit that students must know?	<b>Home-Learning:</b> What homework will be set and why (e.g. consolidate/extend)? How will this be marked?
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			<i>Character Education?</i>			
<b>10 Weeks</b>	BTEC Music Taster Performance and Music Industry	<p>To be able to track rehearsals and set targets based on self, peer and teacher feedback.</p> <p>To learn a piece of music of choice either on an instrument or music technology for an event.</p> <p>To be able to plan an event including knowledge of the music industry.</p> <p>During this project, students must plan a gig using their knowledge of the music industry. They will need to consider job roles, venues, promotion, performances and design within their plan. They will work in small groups to design this and present to the class at the end of the 10 weeks.</p> <p>Within their gig, they must prepare performances which can be in groups, solo or using sequencing tutorials on BandLab.</p> <p>Performances will be recorded, tech will be submitted and a presentation will be given with the plans for their event. Students will gain a broader understanding of the music industry as a whole as well as continue to develop performance/technology skills.</p>	Reflection Curiosity Creativity	<p>Presentation of a music event that has been planned. Skills tracker to assess understanding of job roles, venues, health and safety, promotion as well as work within their group.</p> <p>Video recording of performance based on skills tracker criteria.</p> <p>These will be available to students throughout and will be ticked off at a mid-point as well as at the end of the performance.</p>	Musical elements (dynamics, tempo, pitch, rhythm, structure, texture, melody), expression, ensemble, range of job roles in the music industry, venue, royalties. copyright, health & safety.	<p>Performance practice/continuation of technology work will be set weekly.</p> <p>Skills trackers will be completed twice throughout.</p>
<b>10 Weeks</b>	4 Chord Composing	<p>To understand how traditional pop songs are created.</p> <p>To be able to use Primary Chords to create a piece of Pop Music.</p> <p>To be able to work in a group to create a pop song.</p>	Reflective Resilient Compassionate Creative	<p>Final recording/performance of their composition which will be marked together in class using skills trackers. They will perform this in the final lesson of the rotation.</p>	Musical elements (dynamics, tempo, pitch, rhythm, structure, texture, melody) Primary Chords, Bassline, Composition, Ensemble	<p>Composition skills trackers.</p> <p>Self/group-assessment after each practical lesson.</p>



		<p>Now that students have developed their performance skills in a range of styles, their knowledge of notation/tab, listened to a wide range of music and learned to work more independently, they can now begin to create their own compositions. Students learned about pop music in year 8 so these skills will be extremely transferrable including primary chords, catchy lyrics and riffs. Students will have learned about composers and songwriters in their last topic so will have an understanding of these job roles.</p> <p>This topic has been adapted due to Covid restrictions not allowing for a songwriting project last year. For this reason, this project will build up basic songwriting skills through pop music which is the same as within the year 8 SoW. Next year, this project will be a development of the Y8 songwriting project.</p>				
<b>10 weeks</b>	Cultural Capital	<p>Students will choose and research someone within the music industry that had to overcome difficulties to become who they are. This can be due to colour, social situation, sexuality or other.</p> <p>Once students have researched and chosen their person, they should develop either a performance of their music, a composition in their style/about them or design a concert that features their music and life. This will give students the opportunity to explore a range of people and backgrounds whilst also developing their chosen Musical skill.</p>	<p>Responsible Reflective Honest Creative Compassionate</p>	<p>Students will be marked using the PLC/Skills Tracker from their chosen specialism.</p>	<p>Musical elements (dynamics, tempo, pitch, rhythm, structure, texture, melody), Melody, Bassline, Chords, Lyrics, Ensemble, Composing</p>	TBC



<p><b>Final Rotation</b> - <b>Not all students will receive this rotation</b></p>	<p>Arts Award</p>	<p>To be able to review, research, develop and teach.  Not all students will receive this topic due to the rotation so this rotation will be an opportunity for students to work through the structure of Arts Award (a project that some students will be undertaking away from the lesson as well) and link the creative arts faculty together for the final project. Many key elements of this project can be found in topic 1 as well within the Music Industry SoW.</p>	<p>Responsible Reflective Curious Creative</p>	<p>This project will not be assessed.</p>	<p>Literacy Skills. Key musical elements. Music industry key words from topic 1.</p>	<p>Research into someone within the music industry that interests them.</p>
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**Impact:**

This curriculum will allow students the opportunity to develop skills learned in years 7 and 8. The impact will be that students will have received a well-rounded and balanced KS3 Music curriculum covering the three main strands of musical education. Students continuing on to KS4 will have the tools to create compositions, work independently on performances, understand rehearsal skills, have a strong understanding of musical elements and a basic understanding of the Music Industry. Students not continuing music at KS4 will have developed and built upon important character skills that will enhance employability and wellbeing such as resilience, honesty, reflection, empathy, creativity, confidence and responsibility.