

Curriculum Overview: Music- Year 9

Year 9 students follow an Arts carousel and rotate Art, Music and Drama lessons each term. The students will study four units per year in Music and this will rotate according to the carousel timetable.

	YEAR 9 MUSIC			
	<i>Unit 1a</i>	<i>Unit1b</i>	<i>Unit 2</i>	<i>Unit 3</i>
Topic Title	Listening, Reading, Composing Music	Anthropology of Music, Gender issues	Musical Notation, Composition, Animation	Music and Image (Soundtracks, Musical Theatre, Animation)

<p>Key Skills and Content</p>	<ul style="list-style-type: none"> • Basic principles in music • Major/Minor tonality • Rhythm and melody • Aesthetics • Listening to great musical works, composers, and musicians • Ludovico Einaudi • Iannis Xenakis • John Cage • George Gershwin • Rimsky-Korsakov • Use of advanced musical vocabulary • Strong and weak parts of rhythm • Note values, Rests, Rhythm patterns. • Composition • Black History month • Tina Turner 	<ul style="list-style-type: none"> • Anthropology of music • Music and sound • Music and advertisement • Michael Jackson, “Earth Song”: Anthropological, social, and environmental issues • Analysing and writing lyrics • Musical form and structure • Ethnomusicology and Alan Merriam • Social roles and identity • Music industry • Stereotypes in musical genres • Performance, imitation, and drama • Sia • Adele • Monserrat Caballe • Maria Callas • Yuja Wang • Maneskin • Cross-dressing through history 	<ul style="list-style-type: none"> • Staff notation on Treble and Bass Clef • Dotted notes and advanced rhythmic patterns • Rhythm in 2/4, 3/4, 4/4. • C Major/A Minor • Dynamics, Forte and Piano • Compositional Techniques • Counterpoint and J.S.Bach • Improvisation around a tonic centre • Music, maths, and architecture • Iannis Xenakis and musical notation • UPIC • Popular music and Michael Jackson • Traditional music and culture • Musical instruments, structure, and sound • Evaluating musical style • Performing music in solo and in ensemble 	<ul style="list-style-type: none"> • Composing music using new technologies • Music and Image in animation movies • Matching sound and image • Sound effects • <i>Fantasia 2000</i>, Disney • John Williams • Vangelis • Hans Zimmer • Clint Mansell • Zbigniew Preisner • Elton John • Andrew Lloyd Webber • Nino Rota • Nicola Piovani • Wassily Kandinsky • Sound of Colours • Synaesthesia • Non-Western notation systems • Byzantine Music • Digital Composition
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<p>Summative Assessment</p>	<p>BASELINE ASSESSMENT Pupils listen to and identify basic principles in music such as intervals, high and low pitch. Also, they show their understanding of the musical meaning.</p>	<p>“I want to break free”, Queen: Pupils express their interpretation of the music video and its meaning regarding gender, roles, and identity. Also, they write lyrics inspired by the song. (Assessment for Learning)</p>	<p>Pupils practice on a musical piece and perform in solo after rehearsing. Attention should be given on ability to use both beaters, accuracy, keeping a steady beat and expression.</p>	<p>In small groups pupils are inspired of the melody of a song and make their own version of it using digital technology and various instruments.</p>