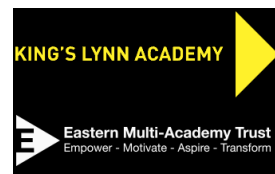


Implementation: Curriculum Narrative



Subject: Music

Year: 9

Author: G. Worledge

Key Knowledge

Pupils will know

Key Skills

Pupils will be able to

Key Threshold Concepts:

1: Samba

- Origins of Samba
- Samba Instruments
- Polyrhythm
- Call and Response
- Samba Rhythms
- Samba Ensemble

2: Dance Remix

- Typical Features
- Techno, House, Drum 'N' Bass
- Bass Clef
- Reading Notes on the Stave
- Remixing Dance Music

3: Soundtracks

- Power of Music in Film
- Diegetic and Non-diegetic Sounds
- Leitmotifs
- Instruments in the Orchestra
- Composing and Performing a Leitmotif

4: Cover Versions

- Features of a Cover Version
- An effective Cover Version
- Planning your project
- Rehearsing Your Project
- Developing Your Performance
- Performing Your Project
- Evaluating Your Project

Subject Skills:

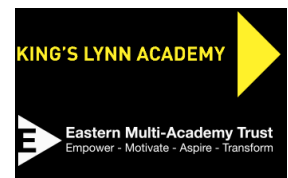
In these modules, students continue to develop their practical skill set through exploring different styles of music. This will encompass the styles context, typical features, and developments through time.

This concludes in Module 4 where students will develop an understanding of what makes an effective cover version. Students will be presented with the opportunity to plan and create their own cover version. All students will be expected to contribute to their group's performance piece, with the best groups having the opportunity to perform their cover version during the end of year talent showcase.

Throughout Year 9, students will learn knowledge, skills, and technique including but not limited to;

- How to perform syncopated rhythms
- How to perform in a polyrhythm
- How to use musical elements to represent certain moods, emotions or themes
- Analysing and describing musical features within different styles of music
- How to compose to a brief
- How music is used for film
- Identifying instruments of the orchestra
- How to develop performance
- How to evaluate performance
- How to constructively critique performance
- How to respond to direction and constructive criticism

Students will continue to be presented with opportunities to compose and perform music – with reference to their Cover Versions project. Students will develop the skill of responding to constructive and evaluating performance.



Subject Specific Knowledge and Sequencing:

1: Samba

A module designed to engage students in rehearsing and performing rhythms as part of a whole class ensemble. Students will explore the context and features of Samba music, looking at Rio festival, Samba instruments and the role of the Maestro De Bateria. This will allow them to accurately analyse, describe and discuss features of music through listening.

2: Dance Remix

This module aims to educate students about three types of Electronic Dance Music; House, Techno and Drum 'N' Bass. After identifying the key features and differences between these three styles, students will explore some dance music through keyboard performance. To develop their creativity, students will then explore the concept of a remix and work to arrange two or more pieces of dance music together to form remix.

3: Music for Film

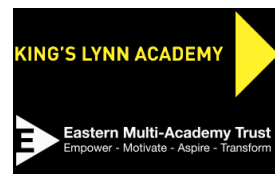
This module will revisit the concept of music being used to reflect a mood or specific scene, but in this case within film. Students will analyse and describe the power of music in film and identify the three types of music that can be used; Existing Song, Original Score and Underscore. Following this, students will discover the use of musical sound effects used in film to add to their knowledge of both music being used for a specific purpose and further careers that can be pursued in the music industry.

4: Cover Versions

Students conclude their KS3 Music experience by pulling together teachings from the past 3 years in an ultimate final performance, entirely planned, rehearsed, and performed by the students themselves. At the end of this performance, students are asked to evaluate their process and performance, as well as consider how they might change and develop elements they feel could be improved.

Prerequisites and Spiral Teaching:

- All students will begin Year 9 having studied the Year 7 & Year 8 Music Curriculum at KLA.
- Students will begin this year with knowledge of a range of musical styles, features and techniques.
- Almost all students will have now experienced performing in front of peers and other teachers.
- Those students who have not performed would have expressed a desire not to, supported by parents/carers, and will not have been forced into an uncomfortable situation (we will continue to work with these students to build confidence and work toward a day where they may feel more ready to perform).
- All students will have a toolkit of basic performance skills and will continue to develop these in Year 9 with a more extensive look at performing as part of an ensemble.
- Students will keep a log of their process and be asked to evaluate their final performance and consider what they would change should they repeat the process.



Cross-Curricular Knowledge Links:

English – Writing, Reading, Listening, Speaking and Analysis that builds subject specific vocabulary.

History – Exploring Musical styles with a focus on its historical context and place in society and different cultures.

Personal Development – Exploring the use of music in different cultures.

Languages - Subject specific language taught in other languages including Latin and Italian.

Reading Lists / Sources / Reading around the subject recommendations:

Music Theory Support:

- The Ultimate Guide to Music: A fascinating introduction to music and the instruments of the orchestra (Paperback)
- The AB Guide to Music Theory – Part 1 / Eric Taylor - ABRSM
- The AB Guide to Music Theory – Part 2 / Eric Taylor - ABRSM
- www.musictheory.net
- www.musictechteacher.com
- www.mymusictheory.com

Further Reading on Styles Studied:

Samba:

<https://www.bbc.co.uk/bitesize/guides/zrk9dxs/revision/1>

Dance Music:

<https://www.bbc.co.uk/bitesize/articles/zd9wd6f>

Soundtracks:

<https://www.bbc.co.uk/bitesize/topics/zr73mfr>

Cover Versions:

<https://www.bbc.co.uk/bitesize/articles/zmxk92p>