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| GCSE MUSIC: Year 9 |
| Curriculum Map for the Spring Term of Year 9 |
| Curriculum overview | Assessment | Extra-curricular opportunities |
| Music lessons this term focus on developing the foundation skills acquired in the Autumn term. Students will continue to develop skills in performance, composition and analysis. The focus this term is on Popular Music and students will explore the following topic areas:* Music of Broadway
* Rock music of the 60s-70s
* Pop music of the 1990’s and beyond
* Film music

Students will perform in various ensembles and develop their composing skills through a practice brief.  | **Understanding Music:** students will be given a short summative test for each topic area (approximately every two weeks). **Performance**: ongoing assessment – summative assessment for solo performance. **Composition**: interim assessment Spring 2. Students will submit a Sibelius score for their Film Music composition.   | All students are invitation to join whole school **choir**, no audition required. Brass, woodwind and percussion players have an open invitation to **concert band**, no audition required.  |
| Component 1: Understanding Music | Grading | Technical Terms (DR SMITH) |
| Students will continue to study rhythmic notation, harmony, tonality, scales and key signatures as well as exploring the elements of structure, texture, dynamics and tempo.  | **Understanding Music:** marked out of 96**Composition**: marked out of 72 **Performance**: marked out of 72 | **Dynamics:** Dynamics, Fortissimo (ff), Forte (f), Mezzo Forte (mf), Mezzo Piano (mp), Piano (p), Pianissimo (pp), Crescendo, Diminuendo, Sforzando (Sfz)**Rhythm:** Drum Fills , Triplet, Syncopation, Metre, Pulse, Time Signature, Simple Duple, Regular, Dotted Rhythm**Structure**: Verse, Chorus, Middle Eight, Hook, Intro, Outro **Melody:** Intervals within an Octave, Conjunct, Scalic, Disjunct, Triadic, Broken Chords, Arpeggio, Passing Note, Diatonic, Chromatic, Pentatonic, Riff, Articulation, Pitch bend, Improvisation**Instruments:** Backing Vocals,Timbre, Woodwind, Brass, Pitched Percussion, Strings, Orchestra, Arco, Pizzicato, Electric Piano, Organ, Sampler, Synthesiser, Drum machine, Sequencer, Rock Band, Chorus, EQ, Chorus effect, Distortion, Quantization, Delay, Flanger, Pan, Gating, Attack, Decay, Filtering**Texture:** Melody and accompaniment, Layered, Unison, **Tempo:** BPM **Harmony:** Tonality, Diatonic, Chromatic, Major Chord, Minor Chord, Dominant 7th Chord, Modulation, Tonic, Dominant, Key Signature |
| Component 2: Performing Music |
| Students will work on a series of practice performances in ensembles including a song from a famous musical, a track by the Beatles, a hit from a 1990s legend and an extract from the score of a blockbuster movie.Students will also record a practice solo performance this term.  |
| Component 3: Composing Music | Feedback |
| Composing in the spring term of Year 9 allows students to develop the skills they acquired in the autumn term. Students will use their knowledge of how to write a successful chord sequences use functional harmony to produce an extended piece of music for film.  | Students will receive ongoing feedback during the course of the composition process. An end of unit written paper will assess students development in listening and analysis component.  |
| Super-curricular opportunities | Home Learning, Revision and Retrieval  |
| Watch a live music performance at a local concert hall or venue. Compose a piece of music for your own instrument.  | As a guide, students are expected to practice their instrument for a minimum of one hour per week. Home learning will also involve practice question relating to the areas of study. |
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