



The High School
Leckhampton

Year 9 MUSIC



Topic Titles

Score Reading: How can a score be analysed?

Christmas Number 1: How can we write an effective song?

Music for Change: How is music used for change?

Around the World III: What can we learn from music of other cultures?

Live Lounge: How can we combine knowledge to create a cover of a popular song?

Links with other subjects

Music lessons will have strong links to Geography through our exploration of different examples of music from around the world. In addition to this, we will cross paths with Religious Education and History as we explore Music for Change. MFL plays a critical role in music discussion as we regularly use terms from other languages, but also as we analyse music that is sung in a different language. Literacy is pivotal in Music discussion, especially when exploring music with lyrics as we talk about different literacy techniques.

How can parents help?

Please encourage your child to listen to a wide variety of music and discuss this with them. What can they hear happening? What is their opinion of the music and can they justify this with musical knowledge?

Encourage your child to see musicians perform live and/or watch recordings online. Watching a musician perform can be a valuable learning process as they think about what they are doing well and sometimes what can be improved. Where possible, encourage your child to experiment with different instruments. If they have lessons, please try to encourage a regular practice schedule.

Intent

Throughout our lessons, our goal is for students to develop a knowledge of how music is created with the key musical elements, before growing and challenging this knowledge through the exploration of other musical styles across the globe.

Score reading will allow pupils to gain a stronger understanding of sheet music, which in turn will help them to further develop their skills as practical musicians. By covering music and writing their own songs, pupils will be able to have a strong understanding of what constitutes an effective piece of music.

Students will discover the relevance of context when talking about music and further explore how this is useful in understanding contrasting genres.

How will knowledge and skills be taught?

Pupils will listen to a new piece of music on a weekly basis and analyse it using the knowledge that they have gained up to that point. Each lesson new concepts will be taught that can then be put into practice in the following lesson's music analysis. Musicianship skills are taught through performance modules and composition skills are taught in modules such as Christmas Number 1, which will also combine a pupil's score reading skills and performance skills.

Recommended Reading and Preparation for Learning

Listen to a variety of music. Spotify, Youtube and services like "Tidal" or "Qobuz" can be useful for this.

Visit [IMSLP.org](https://www.imslp.org) to find a variety of sheet music

Spend time experimenting with different instruments, consider instrument / singing lessons in school

Read reviews of albums and songs online (The Guardian, Rolling Stone etc)



How can a score be analysed?

How can we write an effective song?

How is music used for change?

What can we learn from music of other cultures?

How can we create a cover song?

Music	Year 9	Autumn Term 1
Score Reading: How can a score be analysed?		
Topic Outline & Aims (Intent)		
<p>All students will learn to interpret the broader meaning and events of different parts of a score. Pupils will develop the skills to analyse a piece of music relying more significantly on the notation. They will also draw links between different melodic and harmonic lines to better understand the theory underpinning the composition process.</p>		
Key Skills and Knowledge taught through this topic: (Intent)		
<ul style="list-style-type: none"> • Knowledge: An understanding of different markings on a score (including dynamics, tempo, different bar line instances, repeats etc) • Knowledge: Understanding how to read variations in texture and how to spot word painting • Skills: Interpreting and analysing sheet music • Skills: Transcribing using Sibelius 		
Prior Learning: (Context) KS2: "Pupils should develop an understanding of ... musical structures" "Pupils should be taught to use and understand staff and other musical notations."	Future Learning: (Context) KS3: Learners will make use of their score analysis skills in future listening journal entries – some entries will now also include the score, alongside the musical extract itself. Pupils will also use their skills of analysis and transcription to create cover songs in the final module of Year 9. KS4: EDUQAS component 3 (40%) – Appraising written examination; "Learners will develop knowledge and understanding of musical elements, musical contexts and musical language". AoS1 – Musical Forms and Devices; "This area of study includes one prepared extract which learners must study in depth".	National Curriculum Links: (Context) "All pupils evaluate music across a range of historical periods, genres, styles and traditions ... [and] ... understand and explore how music is created, produced and communicated." "Pupils should be taught to use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions"
RRSA Links: ARTICLE 12: Respect for children's views ARTICLE 13: Sharing thoughts freely ARTICLE 17: Access to information ARTICLE 31: Rest, play, culture, arts	Assessment of Learning: (Impact)	
British Values Links: Enabling pupils to "develop their self-knowledge, self-esteem and self-confidence". Encouraging pupils to "show initiative". Mutual respect is taught through listening to one another perform and showing support, alongside sharing ideas in weekly listening sessions.	<ul style="list-style-type: none"> • Weekly listening journal entries culminating in a listening assessment towards the end of the module. • Learning check to be completed on the VLE at the end of the module. 	
Eco Schools Links: N/A		
Reading / Enrichment:	Key Vocabulary: (Literacy)	Numeracy Opportunities:
<ul style="list-style-type: none"> • Listening to a wide variety of music with a critical ear and where possible comparing with a score / piece of sheet music • Participation in any / all extra-curricular opportunities is greatly encouraged! • Involvement in the Autumn term recital and Autumn term House Music competition • Learners are encouraged to use the school practice facilities to develop their musical abilities and experiment with new instruments 	Sheet music Notation Transcribe Score Arrangement Arranger Orchestration Word painting Cadence Bar Phrase Time signature	Decoding / graph reading through interpreting sheet music. Starter puzzle always a maths-based notation puzzle. Bar numbers regularly referenced. BPM discussed at length.
		Career Links: Musician; Sound engineer; Studio technician; Music therapist; Composer; Music publisher; Sound design; Music producer; Music critic / journalist; Conductor; Musicologist; Music historian; Instrumental teacher; Classroom teacher; Stage technician; Stage performer; Marketing; Foley artist; Arranger; Manager; Events management



How can a score be analysed?

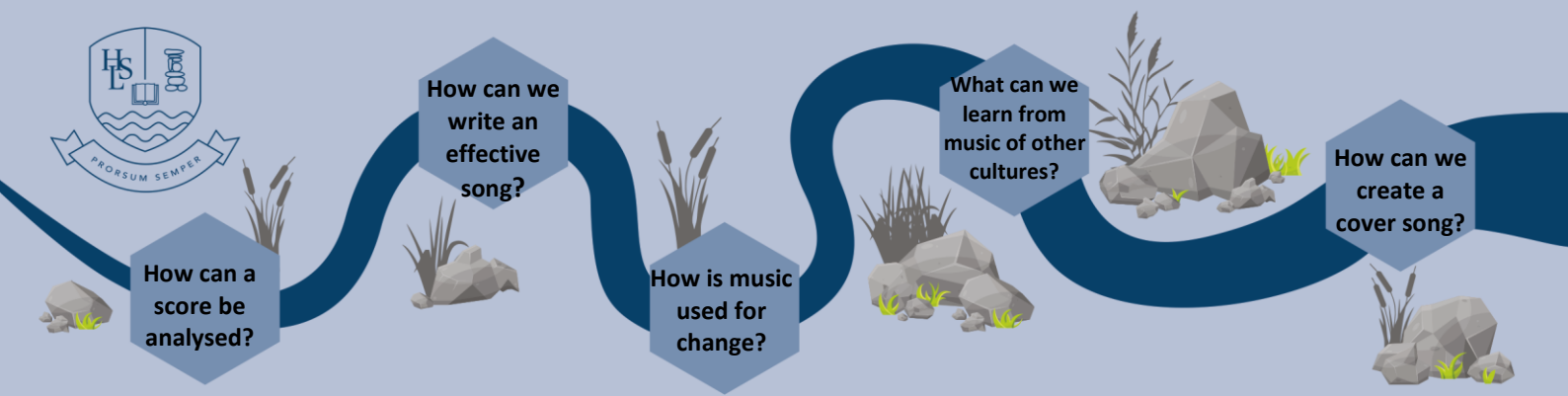
How can we write an effective song?

How is music used for change?

What can we learn from music of other cultures?

How can we create a cover song?

Music	Year 9	Autumn Term 2	
Songwriting II (Christmas Number Ones): How can we write an effective song?			
Topic Outline & Aims (Intent)			
<p>All students will learn to play common chords and chord sequences used in famous songs. They will then combine this knowledge with that from their previous songwriting module in Year 8 to create a song centred around the theme of Christmas. As Christmas songs are some of the most successful and popular ever written (White Christmas being the most popular single ever released with 50,000,000 copies sold), learning to create an effective Christmas song is beneficial to becoming an effective songwriter.</p>			
Key Skills and Knowledge taught through this topic: (Intent)			
<ul style="list-style-type: none"> • Knowledge: An understanding of how to play different chord sequences and the sounds created from complex chords like diminished and augmented chords. • Knowledge: Understanding how to structure a pop song and how to use harmonic rate to influence the feel of the song. • Skills: Playing chords in time with a track. • Skills: Using Mixcraft to layer a piece of music without using pre-defined loops. 			
Prior Learning: (Context) KS2: "Pupils should develop an understanding of ... musical structures" "Pupils should be taught to use and understand staff and other musical notations."	Future Learning: (Context) KS3: Learners will use their songwriting knowledge to create protest songs in the next module – this will have been enhanced through the time spent learning songwriting techniques in this module. KS4: EDUQAS component 3 (40%) – Appraising written examination; "Learners will develop knowledge and understanding of musical elements, musical contexts and musical language"	National Curriculum Links: (Context) "All pupils evaluate music across a range of historical periods, genres, styles and traditions ... [and] ... understand and explore how music is created, produced and communicated." "Pupils should be taught to use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions"	
RRSA Links: ARTICLE 12: Respect for children's views ARTICLE 13: Sharing thoughts freely ARTICLE 17: Access to information ARTICLE 31: Rest, play, culture, arts	Assessment of Learning: (Impact)		
British Values Links: Enabling pupils to "develop their self-knowledge, self-esteem and self-confidence". Encouraging pupils to "show initiative". Mutual respect is taught through listening to one another perform and showing support, alongside sharing ideas in weekly listening sessions.		<ul style="list-style-type: none"> • Informal assessment of songwriting journals (created throughout the module and assessed at the end) to reflect planning and implementation of each pair's song. 	
Eco Schools Links: N/A			
Reading / Enrichment:	Key Vocabulary: (Literacy)	Numeracy Opportunities:	Career Links:
<ul style="list-style-type: none"> • Listening to a wide variety of music with a critical ear • Participation in any / all extra-curricular opportunities is greatly encouraged! • Involvement in the Christmas Celebration greatly encouraged • Learners are encouraged to use the school practice facilities to develop their musical abilities and experiment with new instruments 	Chart Single Riff Supergroup Melody Verse/chorus Middle 8 Primar chords Triad Tonality Motown Extension chord	Decoding / graph reading through interpreting sheet music. Starter puzzle always a maths-based notation puzzle. Bar numbers regularly referenced. BPM discussed at length.	Musician; Sound engineer; Studio technician; Music therapist; Composer; Music publisher; Sound design; Music producer; Music critic / journalist; Conductor; Musicologist; Music historian; Instrumental teacher; Classroom teacher; Stage technician; Stage performer; Marketing; Foley artist; Arranger; Manager; Events management



Music	Year 9	Autumn Term 2
Music for Change: How can music be used for social change?		
Topic Outline & Aims (Intent)		
All students will analyse the content of various songs and their impact on society, alongside the events influencing them, preceding them and following them. Students will combine their knowledge of chords and songwriting from previous modules to work towards creating a protest anthem for a cause they feel passionately about.		
Key Skills and Knowledge taught through this topic: (Intent)		
<ul style="list-style-type: none"> • Knowledge: An understanding of how to play chords previously learned in other modules on guitars / instruments other than piano • Knowledge: Understanding how to use knowledge of word-painting and other key songwriting techniques • Skills: Creating a melody using notes from chords • Skills: Combining percussive elements with harmonic elements to serve their intent as songwriters 		
Prior Learning: (Context) KS2: "Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy" "Appreciate and understand a wide range of high-quality live and recorded music"	Future Learning: (Context) KS3: Pupils should be taught to "play and perform confidently in a range of solo and ensemble contexts". Pupils will use the ensemble skills gained in this module in their future "Live Lounge" module at the end of Year 9. KS4: EDUQAS AoS 2 – Music for Ensemble "learners will consider how music is composed for small groups of instruments and voices" AoS 4 – Popular music "learners are encouraged to explore the musical idioms associated with a variety of popular music"	National Curriculum Links: (Context) "All pupils perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions." "Pupils should be taught to develop a deepening understanding of the music that they perform and to which they listen, and its history"
RRSA Links: ARTICLE 12: Respect for children's views ARTICLE 13: Sharing thoughts freely ARTICLE 14: Freedom of thoughts and religion ARTICLE 31: Rest, play, culture, arts	Assessment of Learning: (Impact) <ul style="list-style-type: none"> • Assessment of listening journal entry (graded) • Assessment of song planning and preparation. 	
British Values Links: "Individual liberty" – allowing pupils to pursue their own goals and interests; "people should be free to make their own decisions and choices." "Democracy" – through exploration of freedom of speech		
Eco Schools Links: Opportunity for pupils to write songs about causes they are passionate about, including climate change		
Reading / Enrichment: <ul style="list-style-type: none"> • Listening to a wide variety of music with a critical ear • Participation in any / all extra-curricular opportunities is greatly encouraged! • Learners are encouraged to use the school practice facilities to develop their musical abilities and experiment with new instruments 	Key Vocabulary: (Literacy) Civil rights Activist artists Folk music Counter-culture music Dissent Protest anthem Empowerment Solidarity Injustice Non-violence Social consciousness	Numeracy Opportunities: Decoding / graph reading through interpreting sheet music. Starter puzzle always a maths-based notation puzzle. Bar numbers regularly referenced. BPM discussed at length.
		Career Links: Musician; Sound engineer; Studio technician; Music therapist; Composer; Music publisher; Sound design; Music producer; Music critic / journalist; Conductor; Musicologist; Music historian; Instrumental teacher; Classroom teacher; Stage technician; Stage performer; Marketing; Foley artist; Arranger; Manager; Events management



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Music	Year 9	Spring Term 2	
Around the World III: What can we learn from music of other cultures?			
Topic Outline & Aims (Intent)			
All pupils will explore music from across the globe and understand the importance of world music, alongside its influence on various styles. Pupils will compose and perform a piece based on one style of world music from their previous Google Earth project in Year 7 and Year 8.			
Key Skills and Knowledge taught through this topic (Intent)			
<ul style="list-style-type: none"> • Knowledge: A developed understanding of what constitutes “world music”, building upon knowledge previously gained in Year 7 • Knowledge: The knowledge to marry student’s sense of place with musical experiences • Skills: Active listening is improved throughout the module with world music examples • Skills: Composition of a piece to fulfil a brief 			
<p>Prior Learning: (Context)</p> <p>KS2: Ability to “improvise and compose music for a range of purposes using the inter-related dimensions of music” Ability to “listen with concentration and understanding to a range of music” “Appreciate and understand a wide variety of high-quality live and recorded music drawn from different traditions.”</p> <p>KS3: Composition knowledge gained from previous module to be applied in a different context.</p>	<p>Future Learning: (Context)</p> <p>KS3: A deeper understanding of World Music will help pupils to develop their future analysis of Western music by being able to more readily draw comparisons with styles that are less commonly associated with one another. Another “Around the World” module will again take place in Year 9, further building on pupil’s knowledge and skills.</p> <p>KS4: EDUQAS component 3: “Appraising” Area of Study 1: Musical Forms and Devices, “through listening to and/or playing examples of music from around the World seeks to challenge the concepts that are fundamental to the Western Classical Tradition...” ; our exploration of music from around the World seeks to challenge the concepts that are fundamental to the Western Classical Tradition, thus strengthening a pupil’s understanding of them.</p>	<p>National Curriculum Links: (Context)</p> <p>“All pupils...listen to, review and evaluate music across a range of historical periods, styles and <u>traditions</u>.”</p> <p>“Pupils should be taught to... listen with increasing discrimination to a wide range of music”</p>	
<p style="text-align: center;">RRSA Links:</p> <p>ARTICLE 2: No discrimination ARTICLE 13: Sharing thoughts freely ARTICLE 14: Freedom of thought and religion ARTICLE 17: Access to information ARTICLE 30: Minority culture, language and religion ARTICLE 31: Rest, play, culture, arts</p>		<p style="text-align: center;">Assessment of Learning: (Impact)</p> <ul style="list-style-type: none"> • Weekly listening journal entries to apply understanding musical elements in relation to World Music, challenging some of the concepts discussed that are typically applied to Western Classical Music. • Assessment of compositions and performances in relation to the authenticity of the final product 	
<p style="text-align: center;">British Values Links:</p> <p>“Schools should ... further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures”</p>			
<p>Eco Schools Links:</p> <p>Waste: Reusing household items to create drum machines – discussing recycling and waste Global Citizenship: Encouraging use of world music samples and cut/splice speeches of influential world leaders</p>			
<p style="text-align: center;">Reading / Enrichment</p> <ul style="list-style-type: none"> • Weekly Listening page available on the VLE • Listening to music with a critical ear whenever possible • Participation in any / all extra-curricular opportunities is greatly encouraged! • Follow school Spotify account for playlists curated for each topic (@Mr Bunting) • Learners are always encouraged to use school facilities at lunch and break to work on their compositions. 	<p style="text-align: center;">Key Vocabulary:</p> <p>Texture Dynamics Tempo Percussion Strum Flamenco Gamelan Reggae Folk Ensemble Call and Response Syllabic Melismatic</p>	<p style="text-align: center;">Numeracy Opportunities</p> <p>Distance calculation between various locations. Decoding graphs / maps through exploration of different countries. BPM and bar numbers relevant to composition, alongside note values.</p>	<p style="text-align: center;">Career Links</p> <p>Musician; Sound engineer; Studio technician; Music therapist; Composer; Music publisher; Sound design; Music producer; Music critic / journalist; Conductor; Musicologist; Music historian; Instrumental teacher; Classroom teacher; Stage technician; Stage performer; Marketing; Foley artist; Arranger; Manager; Events management</p>



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Music		Year 9		Summer Term	
Live Lounge					
Topic Outline & Aims (Intent)					
All pupils will learn about the process of arranging a piece of music through creating their own individual and/or group performances of a cover song. Pupils will experiment with a variety of instruments including piano, guitar and bass guitar.					
Key Skills and Knowledge taught through this topic (Intent)					
<ul style="list-style-type: none"> • Knowledge: An understanding of how a piece of music is structured, by way of learning different pieces • Knowledge: An understanding of how a piece can be arranged to create a different “feel” for the same song • Skills: Musicianship skills are directly developed through learning a variety of songs on different instruments • Skills: Group playing skills are developed as pupils are given the opportunity to practice with peers and arrange music for different instruments. 					
Prior Learning: (Context) KS2: “Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments” ... “use and understand staff and other musical notations”. KS3: “Pupils should be taught to play and perform in a range of solo and ensemble contexts”, “use staff and other relevant notations appropriately” and “identify and use the inter-related dimensions of music expressively and with increasing sophistication”.		Future Learning: (Context) KS3: As we approach the end of KS3, an understanding of how to arrange different pieces of music will help pupils tie together their experiences across KS3 and give them the tools to create their own performances. KS4: EDUQAS component 1 (performing) – “Learners must select the pieces they will perform for assessment. One piece must show a clear link to an area of study”. Component 3 (appraising) – “assessment objective 3 – Learners must demonstrate their ability to demonstrate and apply musical knowledge. Assessment objective 4 – learners must demonstrate their ability to use appraising skills to make evaluative and critical judgements about music”.		National Curriculum Links: (Context) “All pupils should perform, listen to, review and evaluate music across a range of...genres. [All pupils should] learn to sing ... to create and compose music on their and with others”. “Pupils should be taught to play and perform confidently in a range of solo and ensemble contexts”	
RRSA Links: ARTICLE 2: No discrimination ARTICLE 13: Sharing thoughts freely ARTICLE 17: Access to information ARTICLE 31: Rest, play, culture, arts			Assessment of Learning: (Impact) <ul style="list-style-type: none"> • Listening journal assessment to be completed part way through the topic. • Assessment of keyboard skills, multi instrumental skills and ability to demonstrate ensemble work. 		
British Values Links: Individual liberty – “Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment”. Mutual respect – “The pupils know and understand that it is expected and imperative that respect is shown to everyone”.					
Eco Schools Links: N/A					
Reading / Enrichment <ul style="list-style-type: none"> • Listening to music with a critical ear whenever possible • Participation in any / all extra-curricular opportunities is greatly encouraged! • Follow school Spotify account for playlists curated for each topic (@Mr Bunting) • Learners are always encouraged to use school facilities at lunch and break to practice but should book with Mr Bunting. • Explore the Music Reading Canon in the school library. • Explore the videos and links on the “Learning Library” on the Music VLE page 		Key Vocabulary: Chord Root position Inversions Cover Arrangement Barre / bar chord Homophony Polyphony Time signature Chord symbol Lead sheet Coda Arpeggiation		Numeracy Opportunities BPM and bar numbers explored alongside note values. Starter puzzles act as weekly numeracy challenge.	Career Links Musician; Sound engineer; Studio technician; Music therapist; Composer; Music publisher; Sound design; Music producer; Music critic / journalist; Conductor; Musicologist; Music historian; Instrumental teacher; Classroom teacher; Stage technician; Stage performer; Marketing; Foley artist; Arranger; Manager; Events management