



<b>Overview</b>	<p>At WHGS our curriculum features the development of musical skills and knowledge at its core, through the development of technique (performance and music technology), construction (composing and improving) and critical engagement – all of which are woven into each unit of learning, revisited, and developed throughout.</p> <p>The music curriculum in year 9 is carefully sequenced (18 x75min lessons a year) to introduce students to progressively more challenging concepts. In term one, curriculum provides an opportunity to re-affirm musical end points in year 8 which act as a springboard in developing content including more complex concepts such as harmony and texture (the vertical). All through various practical, composition based and listening activities.</p>
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<b>Autumn Term</b>	<p><b>Ensemble Musician Advanced:</b>  <b>5x 75mins lessons</b>                  First topic of year 9, re-affirming and developing skills taught in year 8 and from previous experiences, further exploration of:</p> <ul style="list-style-type: none"> <li>■ Band musicianship skills as whole ensemble / ensemble etiquette and discipline.</li> <li>■ Chords/ exploring different keys.</li> <li>■ Piano and ukulele skills, exploring chords, chord charts and texture, RH and LH, sustained, pulsing, rhythmical chords, strumming patterns. (Guitar / Bass Guitar dependant on class and resource)</li> <li>■ Chair drumming and 3-way co-ordination, four to the floor, rhythms, time signatures, more advanced syncopated rhythmical patterns, off-beat drum patterns.</li> <li>■ Vocalisations, internalization of pitch, opportunity to take leading vocal roles.</li> </ul> <p><b>DAW Skills &amp; Creating Afrobeat's:</b>  <b>5x 75min lessons Charanga to be continued in term 2.</b>                  Advanced use of sequencing and using a DAW to compose and arrange music. (Charanga, YuStudio), further exploration of:</p> <ul style="list-style-type: none"> <li>■ Retrieval from year 8 Rap beats, step in sequence drum loops, bass riffs, build chords and melodic lines.</li> <li>■ Retrieval, how to use editing tools (cut, copy, paste, trim) as well as plug ins (delay, reverb, filters and risers)</li> <li>■ Retrieval, create a structure that shows musical development (repetition and contrast) using stepped parts and loops and samples.</li> <li>■ Context, occasion, developing listening skills, extended knowledge of musical features and devices, recall and retrieval.</li> <li>■ Extended critical listening, knowledge and understanding of musical features and devices, to be used in comparison/ open questions.</li> </ul>	<b>Assessment</b>
	<ul style="list-style-type: none"> <li>■ All formative assessment</li> <li>■ Frequent Verbal feedback / performance</li> <li>■ Fortnightly homework quizzes in teams</li> <li>■ VT work, verbal reflection/ class discussion</li> <li>■ Composition pieces</li> <li>■ EDSA musicianship grid</li> <li>■ (Progress booklet work)</li> </ul>	

<b>Spring Term</b>	<p><b>DAW Skills &amp; Creating Afrobeat's:</b> Completed from above.</p> <p><b>Advanced Rhythm (Reggae):</b> <b>3x 75min lessons</b> Continuation of developing knowledge and practical skills through Reggae:</p> <ul style="list-style-type: none"> <li>■ Looking at context, occasion, developing listening skills, extended knowledge of musical features and devices.</li> <li>■ Applying syncopation, offbeat, swung, half time concepts.</li> <li>■ Reading and recalling more advanced rhythmical patterns</li> <li>■ Where applicable, further exploration of band musicianship skills as whole ensemble / ensemble etiquette and discipline</li> </ul>	<b>Assessment</b>
	<ul style="list-style-type: none"> <li>■ All formative assessment</li> <li>■ Frequent Verbal feedback / performance</li> <li>■ Fortnightly homework quizzes in teams</li> <li>■ VT work, verbal reflection/ class discussion</li> <li>■ Composition pieces</li> <li>■ EDSA musicianship grid</li> <li>■ (Progress booklet work)</li> </ul>	

<b>Summer Term</b>	<p><b>Advanced Rhythm (Reggae):</b> Completed from above.</p> <p><b>Music for Film:</b> <b>5x 75min lessons</b> Advanced use of sequencing and using a DAW to compose and arrange music. (iMacs, Garage Band, Logic Pro X), further exploration of:</p> <ul style="list-style-type: none"> <li>■ Application of MIDI parts (ostinatos, pedals), loops, samples and SFX</li> <li>■ Considering how all musical features and devices collectively tell the narrative can evoke mood and emotion and their application by a composer through e.g. structure, texture, dissonance, leitmotif, range etc</li> <li>■ Automation, basic introduction to plug-ins (e.g. EQ, Delay, Reverb)</li> <li>■ Context, occasion, developing listening skills, extended knowledge of musical features and devices, recall and retrieval.</li> </ul>	<b>Assessment</b>
	<ul style="list-style-type: none"> <li>■ All formative assessment</li> <li>■ Frequent Verbal feedback</li> <li>■ Fortnightly homework quizzes in teams</li> <li>■ VT work, verbal reflection/ class discussion</li> <li>■ Composition pieces</li> <li>■ EDSA musicianship grid</li> <li>■ (Progress booklet work)</li> </ul>	

<b>Useful Resources for Supporting Your Child at Home:</b>	<b>Homework:</b>
<ul style="list-style-type: none"> <li>■ Every fortnight, each lesson with the relevant knowledge organiser is posted on to teams both in class materials and in posts.</li> <li>■ These resources can help each child complete their homework and act as a retrieval / recall exercise based on the learning in lesson.</li> </ul>	<p>Students receive fortnightly multiple choice question homework quizzes in teams.</p>