Music Year 9 Big Picture

Autumn 01 *Lessons 1 – 4 (8 weeks)*	*Autumn 02* *Lessons 5 – 8/9 (7 weeks)*	*Spring 01* *Lessons 10/11 – 13/14 (6 weeks)*
Content – Musical Contexts: Minimalism and Ostinato Pupils will explore Minimalism as a musical context, investigating how composers use repetition, ostinato, layering and gradual change to create musical interest. Building on their prior learning from Year 7 African Drumming and Year 8 Samba, pupils will revisit pulse, rhythm, metre and notation whilst developing their understanding of texture and structure. Through listening, performing and composing activities, pupils will explore how minimalist composers create complex musical outcomes from simple musical ideas. Particular emphasis will be placed on rhythmic accuracy, ensemble awareness and the use of repetition as a compositional device. **Listening:** Listening to a range of minimalist works, including extracts from *Tubular Bells* by Mike Oldfield, alongside music by Steve Reich, Philip Glass and Terry Riley. Pupils will identify the use of ostinato, repetition, layering, texture, pulse and gradual musical development. They will explore how minimalist composers manipulate the Elements of Music to create interest whilst using limited musical material. **Performance:** Performing rhythmic and melodic ostinato patterns using keyboards, tuned percussion and classroom instruments. Pupils will develop ensemble skills through performing independent parts simultaneously, maintaining a steady pulse and contributing effectively to layered textures inspired by minimalist techniques. **Composition:** Composing original minimalist pieces using rhythmic and melodic ostinati. Pupils will explore repetition, layering, additive processes and gradual development to create compositions inspired by *Tubular Bells* and other minimalist works. They will use notation and sequencing software where appropriate to develop and refine their musical ideas.	**Content – What Makes a Good Song?** Pupils will explore the musical features that contribute to successful songs across a range of genres and styles. Building on their prior learning of rhythm, melody, harmony, tonality, texture and structure, pupils will analyse how composers and songwriters create engaging musical ideas. Through listening, performing and composing activities, pupils will investigate common song structures, chord progressions, melodic writing and lyrical themes before applying these techniques to create their own original musical material. **Listening:** Listening to a range of popular songs from different genres and eras, identifying how composers and performers use melody, harmony, rhythm, texture, structure and production techniques to engage audiences. Pupils will explore verse-chorus form, hooks, riffs and chord progressions and consider how these features contribute to a song's success. **Performance:** Performing songs individually and in small groups using keyboards, guitars, ukuleles, vocals and other classroom instruments. Pupils will develop fluency in reading notation, chord symbols and lyric sheets whilst demonstrating secure timing, accuracy and expression. **Composition:** Composing original song ideas using common chord progressions, melodies and rhythmic patterns. Pupils will experiment with different song structures and explore how the Elements of Music can be manipulated to create memorable musical material.	**Content – What Makes a Good Song (Continued)** Pupils will develop their understanding of arrangement and musical interpretation through creating a cover version of an existing song. Building on their knowledge of song structure, harmony and performance skills, pupils will learn how musicians adapt and reinterpret music for different audiences, genres and performance contexts. They will explore how changes to the Elements of Music can transform the character and impact of a song. **Listening:** Listening to original recordings and cover versions of popular songs, identifying similarities and differences in instrumentation, texture, tempo, dynamics and style. Pupils will evaluate how musicians manipulate the Elements of Music to create distinctive interpretations. **Performance:** Rehearsing and performing a cover version of a popular song individually and in small ensembles. Pupils will develop confidence, technical accuracy and stylistic awareness appropriate to the chosen genre. **Composition:** Arranging an existing song through adapting instrumentation, tempo, dynamics, texture, tonality or structure. Pupils will make creative decisions that reflect a chosen style whilst retaining recognisable features of the original song.
Assessment Objectives **Unit Assessment – Minimalist Composition and Ensemble Performance** Pupils will compose and perform a short minimalist piece demonstrating the use of ostinato, repetition, layering and gradual development. Assessment will focus on compositional creativity, understanding of minimalist conventions, ensemble performance skills and effective manipulation of the Elements of Music.	**Assessment Objectives** **Unit assessment** - Pupils will compose and perform an original song extract demonstrating effective use of melody, harmony, rhythm and structure.	**Assessment Objectives** **Unit assessment** - Pupils will create and perform an arranged version of an existing song demonstrating creativity, musical understanding and effective manipulation of the Elements of Music.
Spring 02 *Lessons 14/15 – 17/18 (6 weeks)*	*Summer 01* *Lessons 18/19 – 20/21/22 (5 weeks)*	*Summer 02* *Lessons 20/21/22 – 23/24/25/26 (7 weeks)*

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Content – Live Lounge – Ensemble Performance Pupils will develop their ensemble performance skills through rehearsing and performing a collaborative cover version of a popular song. Building upon their knowledge of arrangement and interpretation, pupils will learn how successful ensembles communicate musically, balance parts effectively and rehearse independently to achieve a polished performance. **Listening:** Listening to a range of live performances and Live Lounge recordings, identifying effective ensemble techniques including balance, blend, coordination, communication and stage presence. **Performance:** Performing as part of a small ensemble, demonstrating secure timing, accurate pitching, confident technique and effective communication with other performers. Pupils will develop rehearsal strategies to improve performance quality. **Composition:** Refining ensemble arrangements through collaborative decision-making and musical problem-solving. Pupils will adapt musical material to suit available performers and instruments.	**Content – Film Music** Pupils will learn how music can be used to support moving images whilst developing their understanding of music technology and digital audio workstations (DAWs). Building on their knowledge of composition and arrangement, pupils will explore how composers use musical devices to create mood, atmosphere and emotion in film and media. **Listening:** Listening to a range of film scores and soundtrack excerpts, identifying the use of leitmotifs, instrumentation, texture, harmony, dynamics and structure. Pupils will explore how music influences audience interpretation of visual media. **Performance:** Performing and sequencing musical ideas using music technology, MIDI controllers and virtual instruments. Pupils will develop confidence in using digital tools to record, edit and manipulate musical material. **Composition:** Creating short film music ideas and soundtrack excerpts using a DAW. Pupils will experiment with layering, looping, automation and effects processing to create music for specific scenes and emotions.	**Content – Film Music (Continued)** Pupils will develop their music production and compositional skills through creating a complete piece of film music. Consolidating their understanding of melody, harmony, rhythm, texture, structure and technology, pupils will compose music that reflects character, setting and narrative whilst demonstrating increasing independence in the creative process. **Listening:** Listening to film music from a variety of genres and historical periods, identifying compositional techniques including leitmotifs, ostinati, pedal notes, dissonance and thematic development. Pupils will evaluate how composers create tension, excitement, suspense and emotional impact**.** **Performance:** Using music technology to record, edit, refine and present original compositions. Pupils will demonstrate increasing confidence in using DAWs and production tools to realise musical ideas. **Composition:** Composing an original soundtrack for a film extract or visual stimulus. Pupils will apply appropriate compositional techniques and production skills to create a coherent piece that enhances the narrative and emotional content of the scene.
Assessment Objectives **Unit Assessment – Ensemble Performance** Pupils will perform as part of a group to a themed brief, demonstrating accuracy, ensemble awareness, rehearsal preparation and stylistic understanding.	**Assessment Objectives** **Unit Assessment – Film sketch brief** Pupils will compose a short piece of music to a brief, to accompany a visual stimulus using music technology and demonstrate an understanding of how musical devices create mood and atmosphere.	**Assessment Objectives** **Unit Assessment – Film Music Composition Project** *****Students will build on feedback from previous film brief** Pupils will compose and produce a complete piece of film music that demonstrates effective use of the Elements of Music, compositional techniques and music technology to support a visual stimulus.