



YEAR 9 CURRICULUM SUMMARY



When?	Understanding	Knowledge	Assessment
Autumn Half Term 1	Music for Special Occasions – students will learn how music can be created to accompany particular special occasions, using specific features, e.g. scales, rhythms and chords.	Students will compose a piece of music suitable for either a funeral or wedding showing awareness of the different musical elements. <i>Key vocabulary:</i> Fanfare, Bugles, Harmonic Series, Pitches, Triplet, Dotted Rhythm, Brass, Chords, March, Ostinato.	Compose and perform a melody using either a major or minor scale, with basic accompaniment.
Autumn Half Term 2	Chords into Jazz – students will learn how chords are used in jazz and how they can be put together to form a chord progression. Students will also learn how melodies are performed and improvisation is used in jazz.	Perform the walking bass and/or melody of “In the Mood” by Glen Miller (with blues scale improvisation). <i>Key vocabulary:</i> Chord, Chord Sequence, 12-Bar Blues, Walking Bass Line, Melody, Riff, Improvisations, Blues Scale, 7th Chords.	Solo / paired performance of “In the Mood” at the end of half term, with focus on rhythmic fluency and ensemble skills.
Spring Half Term 1	Improvisation and organisation – students will understand organisation of music through improvisation and composition, and key musical features of Toccata and Raga.	Students will be able to appraise Bach’s Toccata and a traditional Indian Raga, drawing similarities and differences between the two pieces. <i>Key vocabulary:</i> Toccata, Pulse/Meter, Improvised, Tempo, Rubato, Mordents, Repetition, Melodic Decoration, Musical Pauses, Raga, Sitar, Tabla.	Compare and contrast stylistic features of a Baroque organ Toccata and a traditional Indian Raga – listening test.
Spring Half Term 2	Polyrhythm into Minimalism – students will learn how cyclic rhythms and polyrhythms are used in traditional African drumming as well as the key musical features of minimalist music.	Students will perform an arrangement of the minimalist piece “Tubular Bells” with awareness of repetitive patterns and layered textures. <i>Key vocabulary:</i> Cyclic Rhythms, Polyrhythm, Texture, Minimalism, Abstract, Motifs, Melody, Chords, Harmony, Bass Line.	Solo / paired performance of “Tubular Bells” at the end of half term, with focus on rhythmic fluency, ensemble skills and textural variety. (formative)
Summer Term (Both Halves)	Variations and Arrangements - students will understand and be able to identify changes in musical elements in theme and variations.	Students will listen to, and compare and contrast, a set of theme and variations, as well as creating arrangements and variations of some well-known melodies. <i>Key vocabulary:</i> Arrangement, Theme, Drone, Ostinato, Countermelody, Round, Variations, Pitch, Tonality, Structure, Texture, Melody, Dynamics, Chords, Accompaniment, Improvisations.	Perform a variation / arrangement of a melody, using different techniques and changes in musical elements.

