

YEAR 9 MUSIC CURRICULUM PROGRESSION OVERVIEW

In Year 9, students continue to develop their knowledge and enjoyment of music through practical music-making on keyboards, percussion instruments, through regular singing and the use of music technology. They explore the elements of music whilst developing their performing, composing and listening skills. They experience music in a variety of genres, styles and contexts.

	Autumn Term 1&2	Spring Term 1&2	Summer Term 1	Summer Term 2
Topic	Decades	All About the Bass	Minimalism/Variations	Hooks and Riffs
Crucial Knowledge	Musical Knowledge: Hook, Riff Melody, Chord Accompaniment, Texture Instrumentation, Form and Structure in Pop Music. Walking Bass Line. Techniques: Learn about the history and context of the popular song • Learn about different styles of popular music • Learn how to identify the key structural features of popular songs • Compose a chord progression.	Musical Knowledge: Bass Line, Bass Clef, Bass Clef Staff Notation, Stave, Staff, Lines/Spaces, Pitch, Musical Instruments that use the Bass Clef, The Bass Guitar, Chords: Root, Third, Fifth, Passing Notes, Bass Line Patterns: Walking Bass, Bass Line Riffs, Alberti Bass, Broken Chords, Arpeggios, Pedal. Techniques: Developing practical keyboard skills using the left hand and Listening skills Revision of bass clef and ledger lines • Perform a variety of bass lines reading the bass clef (Bass riffs, walking bass lines and ground bass) • Learn about a variety of bass clef instruments • Compose a ground bass to a given chord progression	Musical Knowledge: Sound Effect, Chiptune/8-Bit Music, Synthesiser, Sampling, Soundtrack, Music Technology, Orchestra, Cues, Ground Theme, Decision Motif, Jumping Bass Line, Disjunct, Staccato, Articulation, Chromatic Movement, Syncopation, Character Theme/Motif, Leitmotif, Orchestration, Timbre/Sonority, Texture, Pitch, Dynamics, Tempo Techniques: Learn how pieces in variation form are structured • Learn about different ways in which a melody can be varied • Compose and notate a piece in variation form • Learn how to identify variation techniques when listening	Musical Knowledge: Repeat, Repetition, Repeat Symbol : , Hook, Melodic Hook, Rhythmic Hook, Verbal Hook, Riff, Ostinato, Treble Clef, Bass Clef, Bass Line, Melody, Chords Techniques: • Understand how music is based on Repeated Musical Patterns. • Understand and distinguish between Hooks, Riffs and Ostinatos. • Perform, create and listen to and appraise a range of music from different times and places based on Repeated Musical Patterns.



Why this learning now?	This topic builds on understanding of rhythm, beat and pulse which they learned about in Year 8. Students will be much more confident in performing to each other and able to give feedback on each other's performances.	This topic builds on the Bass Clef scheme of work studied in Year 8. Students will be much more confident in performing to each other and able to give feedback on each other's performances.	This topic builds on the Form and Structure Scheme studied in Year 7. Students will be much more confident in performing to each other and able to give feedback on each other's performances.	This topic builds on the Decades project taught earlier in the year. Students will be much more confident in performing to each other and able to give feedback on each other's performances.
Assessment Opportunities	Formative: Recall starters. Cold call and targeted questioning throughout the lesson. Peer assessment of practical performances mid-way through lessons to model and evaluate. Teacher to circulate the room to assess progress and give verbal feedback on how to improve work. Students complete formal performance assessments to the teacher at the end of every half term. Less formal assessments are conducted very regularly, including weekly recall tests and progress checks on performance skills and practical tasks.			
	Summative: Recall and retrieval questions at the beginning of each lesson on prior learning. Retrieval questions at the end of each lesson based on content of that lesson. Students will perform at the end of each lesson and given Peer assessment. Practical Assessment at the end of the term.	Summative: Recall and retrieval questions at the beginning of each lesson on prior learning. Retrieval questions at the end of each lesson based on content of that lesson. Practical Keyboard Performance. Written theory/practical text in this term	Summative: Recall and retrieval questions at the beginning of each lesson on prior learning. Retrieval questions at the end of each lesson based on content of that lesson. Students will perform at the end of each lesson and given Peer assessment. Practical Keyboard Assessment at the end of the term.	Summative: Recall and retrieval questions at the beginning of each lesson on prior learning. Retrieval questions at the end of each lesson based on content of that lesson. Students will perform at the end of each lesson and given Peer assessment. Practical Keyboard Assessment at the end of the term.
Learning at Home	Oak Academy lessons to help with revision and further exploration of skills if students are working from home or are absent. Bitesize is also a good tool to help students revise for their Y9 written exam.			



Key Vocabulary (Etymology words)	Hook, Riff Melody, Chord Accompaniment, Texture Instrumentation, Form and Structure in Pop Music. Walking Bass Line. Sample Sound, Synthesizer, Drum Loops	Musical Instruments that use the Bass Clef, The Bass Guitar, Chords: Root, Third, Fifth, Passing Notes, Bass Line Patterns: Walking Bass, Bass Line Riffs, Alberti Bass, Broken Chords, Arpeggios, Pedal. Ledger Lines	Melody, Theme, Variation, Variation Form, Canon/Round, Ground Bass, Pitch, Tempo, Dynamics, Texture, Counter Melody, Timbre and Sonority, Inversion, Pedal (Pedal Note, Pedal Point), Drone, Ostinato, Tonality, Major, Minor.	Hook, Melodic Hook, Rhythmic Hook, Verbal/LYRICAL Hook, Riff, Ostinato, Bass Line, Melody, Repeat, Repetition
Spiritual, Moral, Social and Cultural concepts covered	Provision for the spiritual development of pupils: When composing students use their imagination and creativity Provision for the social development of pupils: Through singing and performing music together, students use a range of social skills Provision for the cultural development of pupils: By exploring a range of musical styles in historical and cultural contexts, students develop their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. Students focus particularly on this aspect when exploring music from around the world particularly in the Decades Project.			
Links to careers and the world of work	The topics covered in Year 9 are very strongly linked to music-making in the modern commercial world. in class we will regularly refer to the work of a professional musician or composer, but also the whole team works together to make live performance a reality.			

