



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?

Music for Media: What presence does music have in our day to day lives?

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

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.

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 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.

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.

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?

What presence does music have in our day to day lives?

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) <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. 	
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.		
Eco Schools Links: N/A		
Reading / Enrichment: <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 	Key Vocabulary: (Literacy) Sheet music Notation Transcribe Score Arrangement Arranger Orchestration Word painting Cadence Bar Phrase Time signature	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