

Rainford High School – Department: Music

	Year 9 Curriculum					
	Units are rotated and not in order to allow for use of the Mac Suite / Music Technology lessons					
	Half-Term 1	Half-Term 2	Half-Term 3	Half-Term 4	Half-Term 5	Half-Term 6
Topic	The Blues	Ensemble Performance	Music for Film – Clichés	Film Soundtrack	Song	Final Performance/Music video
Essential knowledge, skills and understanding	<p>Perform the blues chords and/or walking bass line in sequence.</p> <p>Improvise melodically and /or rhythmically within structures.</p> <p>Explore and recognise chords 1, 4 and 5 in a blues progression in a variety of music.</p>	<p>Performance on keyboard, drums, voice, guitar as part of whole class ensemble</p> <p>Analysis of current song-extension of work started in year 8 – use of alternative song</p>	<p>Perform theme music/descriptive music used in film.</p> <p>Recognise the use of musical clichés.</p> <p>Create own music for film.</p> <p>Listening to a variety of film music genres/analysis of musical elements used and their effectiveness</p>	<p>Develop film music project by creating a soundtrack underscore to an existing film extract.</p> <p>Recognise the use of musical elements to portray emotion and action on screen.</p> <p>Use of Garageband and music technology to mix audio and video</p>	<p>What makes an effective song?</p> <p>Analysis and performance of elements of famous/successful songs</p> <p>Creation of own song/rap in pair or small group</p>	<p>Performance of final piece as a soloist or as part of an ensemble.</p> <p>Create recording (video or audio) of performance.</p> <p>How are songs portrayed in the media through music videos?</p>
Assessments and assessment focus	<p>Retrieval testing of knowledge organiser</p> <p>Perform the blues chords on keyboard</p>	<p>Retrieval testing of knowledge organiser</p> <p>Rehearse and develop one part of</p>	<p>Retrieval testing of knowledge organiser</p> <p>Performance of a variety of pieces (eg</p>	<p>Retrieval testing of knowledge organiser</p> <p>Creation of underscore soundtrack to</p>	<p>Retrieval testing of knowledge organiser</p> <p>Perform existing song using a variety</p>	<p>Retrieval testing of knowledge organiser</p> <p>Performance of final piece on instrument</p>

	<p>or guitar, fitting part with others and following the overall structure.</p> <p>Develop improvisation following harmonic structure and using blues notes as appropriate. Fit improvisation as part of the chord structure on own, as a pair, as part of a small group or as part of a whole class ensemble.</p> <p>Listen to a variety of blues pieces (eg Blue Suede Shoes, Basin Street Blue etc). Link to more contemporary blues influenced pieces</p> <p>Final performance, recording and</p>	<p>an overall ensemble. Build up rehearsal of finished piece either in small groups or as whole class ensemble, dependent on ability and prior experience of class.</p> <p>Analysis of simple song structure (verse/chorus/instrumental)</p> <p>Review of own and ensemble performance in progress. Refining of work and direction of others</p> <p>Final performance, recording and written assessment.</p>	<p>Harry Potter, Twilight)</p> <p>Emphasis on horror genre (eg Jaws, Tubular Bells, children's nursery rhymes, clown music)</p> <p>Analysis of sound tracks to horror films using musical clichés (eg Psycho, Woman in Black, Insidious etc)</p> <p>Creation of music for a horror film on keyboards showing a variety of musical elements including silence and mixed clichés to confuse the listener.</p> <p>Final performance, recording and written assessment.</p>	<p>match the action on screen.</p> <p>Use of elements such as pitch, timbre, dynamics, tempo, instrumentation to describe emotion and action on the moving image.</p> <p>Performance of completed film mixed with soundtrack.</p> <p>Written assessment.</p>	<p>of instruments, depending on experience of group</p> <p>Compose own song including features such as a clear hook, chorus and verse structure, use of chords, riffs and bass lines, clear melody etc</p> <p>Analysis of own work and that of peers as part of the composition and rehearsal process</p> <p>Final performance, recording and written assessment.</p>	<p>of choice and as a soloist or as part of an ensemble</p> <p>Creation of recording of performance in video or audio format</p> <p>Analysis of own work and that of peers as part of the composition and rehearsal process.</p>
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	written assessment of blues pieces.					
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