MUSIC YEAR 9

| Year 9 | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | EXAM WEEK | SUMMER 2 |
|---|---|---|---|---|---|---|---|
| **Topic** | **Baroque & Classical Eras** | **Romantic Era & 20th Century** | **Fusion** | **Stage and Screen** | **Revision & Solo Performance** | **Exam in exam hall (one hour)** | **Chord Sequence Composition, Band Skills, Killer Queen** |
| Dictation and Elements of Music Throughout the Year | | | | | | | |
| **Focus Composers & Works** | Bach<br>Handel<br>Vivaldi<br>Mozart<br>Haydn | Beethoven<br>Brahms<br>Debussy<br>Cage<br>Riley | Styles:<br>Indian Raga<br>West African<br>European Folk<br>Samba | Oklahoma!<br>The Good, The Bad, The Ugly<br>West Side Story<br>Sweeney Todd<br>Jesus Christ Superstar<br>Hamilton<br>La La Land | A previous composition is chosen for exam week grade.<br>Solo piece chosen by student/teacher *(1 min length)*. | **Exam Topics:**<br>**Western Classical Music**<br>**Fusion**<br>**Stage and Screen**<br>**Elements of Music**<br>**Dictation**<br>**Essay** | Chord progression arrangement *(2 min length)*.<br>A pop song is chosen for band performance *(3 min length)*. |
| **Key Terms** | Ornamentation<br>Terraced Dynamics<br>Polyphonic Textures<br>Imitation<br>Ground Bass<br>Basso Continuo<br>Balanced Melodies<br>Functional Harmony<br>Homophonic Textures<br>Sonata Form<br>Crescendo & Diminuendo | Motif<br>Virtuosic Solo<br>Chromaticism<br>Modulation<br>Sforzando<br>Rubato<br>Atonality<br>Dissonance<br>Serialism<br>Cells<br>Phrasing | Hexatonic Scale<br>Polyrhythm<br>Call and Response<br>Mnemonics<br>Syncopation<br>Jig/Reel<br>Clave Rhythm<br>Cross Rhythm<br>Rag<br>Tal<br>Drone | Extended Chords<br>Glissando<br>Vocalisation<br>Tremolo<br>Pizzicato/Arco<br>Riff<br>Motif | Composition:<br>Developing ideas<br>Technical control<br>Musical coherence<br><br>Performance:<br>Technique<br>Expression & Interpretation<br>Accuracy & Fluency | | Composition:<br>Developing ideas<br>Technical control<br>Musical coherence<br><br>Performance:<br>Technique<br>Expression & Interpretation<br>Accuracy & Fluency |
| **Assessment** | Individual/Pair Small Scale Compositions<br>Individual/Pair Performances<br>Listening Assessment | | | | Solo Performance (30%)<br>Individual Composition (30%)<br>Listening Exam During Exam Week (40%) | | Individual Composition<br>Band Performance |
| **Assessment Objectives** | AO1 – Perform with technical control, expression and interpretation (30%)<br>AO2 – Compose and develop musical ideas with technical control and coherence (30%)<br>AO3 – Demonstrate and apply musical knowledge (20%)<br>AO4 – Use appraising skills to make evaluative and critical judgements about music (20%) | | | | | | |
| **Learning Statement** | In music, our key principle is to equip pupils with the skills and knowledge for a lifelong love of the subject. At Kingsdale, all pupils receive high-quality and engaging Music lessons with diverse opportunities. Year 9 is a year devoted to bridging the gap between KS3 and KS4. We aim to provide Music students with the ideal toolkit to excel at GCSE, A-level, and beyond. Year 9 bridges the gap between KS3 and KS4, covering Baroque, Classical, and Romantic periods, followed by Expressionism, Serialism, Minimalism, and World Fusion. They also study Music for Stage & Screen, including film and musicals. The year culminates with a Year 9 Exam, an Ensemble Performance, and a long-form composition where pupils arrange a theme for a larger ensemble. Pupils are assessed in performance, composition, and musical knowledge, using appraising skills for evaluative judgments. Homework tasks, set every other lesson via Satchel One, include musical features quizzes and key terms spelling tests. At the end of each half-term, pupils complete a short listening assessment in class. | | | | | | |