

Music Curriculum Overview

Year 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	Music in the Media	Film Music	Bass Clef	Blues	Jazz	Cover Songs
Topic Objectives	<p>To explore how music is used in the world around us with a particular focus on advertising.</p> <p>To use elements of an advert to compose for their own product.</p>	<p>To explore the impact music has on the mood and atmosphere of film.</p> <p>To look at how different film genres require different music.</p> <p>To look at key composers in the film music industry.</p>	<p>To identify the notes used in bass clef.</p> <p>To identify the roles the bass clef has in music.</p> <p>To apply left hand accompaniments.</p>	<p>To identify where Blues music originated.</p> <p>To perform the 12 bar blues chord sequence.</p> <p>To perform using a 12bar blues.</p>	<p>To examine the style of Jazz and its features including Extended Chords, Swung Rhythms, Syncopation and Improvisation.</p>	<p>To recognise the key features of a popular song.</p> <p>To describe the differences between an original song and a cover song.</p> <p>To perform own arrangement of a cover song.</p>
Acquired Knowledge/ Skills	<p>Listening to radio adverts and discussing why they are impactful.</p> <p>Creating a product to advertise. Composing in groups an advert including an original jingle, voiceover and bassline.</p> <p>Working as an ensemble and team to</p>	<p>Students listen to and unpick the film music from a range of styles.</p> <p>Students compose their own music in the style of the film genre.</p> <p>Exploring what a leitmotif is and playing famous motifs from film characters.</p> <p>Exploring composers such as Williams, Zimmer and Elfman</p>	<p>Identifying the line and space notes on the stave for bass clef.</p> <p>Exploring the musical features of bassline, chords and riffs to create an accompaniment.</p> <p>Using the musical scale to identify the notes used in chords.</p>	<p>Students explore the origins of blues and the treatments of African Americans during the slave trade.</p> <p>Listening and describing the mood of Blues Music.</p> <p>Focus on AAB lyric structure and creating own rhythms.</p> <p>Performing the 12 Bar Blues chord</p>	<p>Students explore swung rhythms practically. Then combining this adding the 12 Bar Blues and Walking Bass.</p> <p>Extending knowledge of chords from Bass Clef to create extended chords.</p> <p>Performing the entertainer focussing</p>	<p>Identifying what BPM is and how you figure this out.</p> <p>Performing songs with a range of BPM.</p> <p>Working as an ensemble to perform a cover song.</p> <p>Identifying the different elements which make up a popular song: melody,</p>

	compose and perform the advert.	and how their composing styles are different.		progression and accompanying this with a walking bassline.	on the syncopation using the keyboards. Exploring different styles of improvisation including instrumental and skat singing.	chords, bassline drums etc. Performing and working as a member of an ensemble.
Assessments	Students compose a radio style advert including a jingle, voiceover and underscore for a product they have designed.	Students answer questions on the different musical composers and elements of film music. Students perform and compose film music in the style of their chosen composer.	Ability to read bass clef notes. Performance of a bass line or accompaniment.	To perform a blues song over the 12 bar blues and/or walking bass line. Describe the origins of Blues music and how this influenced the sound of the style.	To perform a melody in a swung style using syncopation To describe the features of Jazz, Blues comparing the two styles.	Perform an arrangement of a popular song. Describe the differences between an original song and a cover song.
Other Links (e.g. SMSC, FBV, Greener Curriculum)	SMSC: Looking at the impact music had on advertising.	SMSC: Cultural context of music in film.		SMSC: Spiritual – Exploring blues music, its origins and its close links with emotion and feelings.		SMSC: Working with others to create a piece of music.