

## Curriculum Overview – Autumn Term 2022-2023

**Subject:** Music

**Year group:** 9

Unit number	Unit name	Key learning aspects (knowledge, understanding, skills)	Key assessment opportunities		
1 Term 1.1	<b>Building Bricks</b> Consolidation	<p>Year 9 Music is focused on developing overall musical language acquired throughout year 7 and 8, with the emphasis on introducing more intermediate level skills that enhance and empower a child’s ability to create, perform and evaluate Music through multiple music styles and conventions. By the end of this year, the goal is for all students to become confident creators of Music and be able to use different skills as a performer, interpreter and conducting small ensembles.</p> <p><b>Building Bricks:</b> Exploring the Elements of Music</p> <ul style="list-style-type: none"> <li>Understand and recognize the Elements of Music: <b>PITCH, TEMPO, DYNAMICS, DURATION, TEXTURE, TIMBRE or SONORITY, ARTICULATION, SILENCE.</b></li> <li>Draw on the Elements of Music as a resource when <b>composing</b>, creating, and improvising and use the <b>Elements of Music effectively</b> when performing and singing.</li> <li><b>Recognize</b> the Elements of Music when listening to and appraising music from different times and different places.</li> </ul> <table border="1" data-bbox="604 1177 1537 1299"> <tr> <td><b>Key Words, Concepts and Musical Knowledge</b></td> <td>Pitch, Tempo, Dynamics (<i>pp, p, mp, mf, f, ff, cresc., dim., &lt;, &gt;</i>), Duration, Texture, Timbre, Sonority, Articulation, Silence, Notation, Staff Notation, Stave, Graphic Notation, Graphic Score</td> </tr> </table>	<b>Key Words, Concepts and Musical Knowledge</b>	Pitch, Tempo, Dynamics ( <i>pp, p, mp, mf, f, ff, cresc., dim., &lt;, &gt;</i> ), Duration, Texture, Timbre, Sonority, Articulation, Silence, Notation, Staff Notation, Stave, Graphic Notation, Graphic Score	<p>Assessed using practical presentation of work with discussion time to reflect on creating, performing, and evaluating own work plus work of another pupil.</p> <ul style="list-style-type: none"> <li>Create .wav files of their <b>compositions based on artistic stimuli</b> and present <b>images with sound as a computer-based</b> slide show of their own art and music work.</li> </ul>
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2 Term 1.2	<b>Computer and Video Games Music</b>	<p><b>Computer and Video Games Music</b></p> <ul style="list-style-type: none"> <li>Understand the various ways in which <b>music is used within a range of computer and video games</b> from different times.</li> </ul>	<ul style="list-style-type: none"> <li>Create character themes/motifs, decision motifs and sound effects using</li> </ul>		

		<ul style="list-style-type: none"> <li>• Understand, describe, and use common <b>compositional and performance features used in computer and video game music.</b></li> <li>• Understand how to vary, adapt, and change a melody (<b>character theme</b>) for different atmospheres/scenarios.</li> <li>• Understand the importance of <b>sound effects</b> and how these are used at certain cues to enhance gameplay within a computer or video game.</li> </ul> <table border="1" data-bbox="611 407 1537 659"> <tr> <td data-bbox="611 407 863 659"> <p><b>Key Words, Concepts and Musical Knowledge</b></p> </td> <td data-bbox="863 407 1537 659"> <p>Sound Effect, Chiptune/8-Bit Music, Synthesizer, 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.</p> </td> </tr> </table>	<p><b>Key Words, Concepts and Musical Knowledge</b></p>	<p>Sound Effect, Chiptune/8-Bit Music, Synthesizer, 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.</p>	<p>online websites such as BEEPBOX</p> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Explore FANFARES to celebrate victory – end of levels, defeat of enemies – <b>create a fanfare for a computer or video game</b> including triplets and ended with a ‘ta-da!’ moment.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Explore <b>music to accompany a loss (loss of level or defeat</b> by an enemy or big boss)</li> </ul>
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