

### Subject Vision

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire students to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity, and sense of achievement. As students progress, they should develop a critical engagement with music, allowing them to compose and to listen with discrimination to the best in the musical canon.

At Ratton, the overriding ethos for Key Stage 3 is giving students experiences and teaching what it feels like to be a musician. Key Stage 4 will centre around the extension of music knowledge through the various routes chosen by the student (Academic, Performance or Technology)

### Subject End Points

- Play and perform in a range of solo and ensemble contexts with confidence and fluency showing a high level of instrumental skill.
- Improvise and compose creative ideas fluently and can confidently develop ideas.
- Appraise music confidently and accurately using appropriate musical language.
- Use staff and other relevant notations appropriately and accurately.
- Develop fluency in the use of music technology in the performance and production of music.

### Subject Domains of Knowledge

- Rhythm/Metre/Tempo
- Melody
- Harmony
- Texture
- Sonority/Dynamics
- Structure
- Music's connection to time and place.

### Subject Key Concepts

- Improvisation
- Composition
- Performance
- Critically listening
- Music Expression and intention

**Medium Term Curriculum Plan**

**Year 9: Music**

Units	Unit 1 House Music	Unit 2 Solo Performance
<b>Unit Overview</b>	Students will develop their sequencing skills and create the elements of a house music track. Students will also develop knowledge of structure, development devices and effects.	In this unit, students have free choice on their repertoire that they perform. Students will develop rehearsal skills as well as skills on their chosen instruments.
<b>Lesson Sequence</b>	<p><b>Standard PowerPoints:</b> <a href="#">1. House Music</a></p> <ol style="list-style-type: none"> <li>1. <b>Four on the Floor</b> – In this lesson students will understand the elements of a Four on the Floor beat and how to sequence this.</li> <li>2. <b>Bass Line</b> – In this lesson students will understand the features of House bass lines and will create their own.</li> <li>3. <b>Chords 1</b> – In this lesson students will develop their ability to harmonise and sequence chords.</li> <li>4. <b>Chords 2</b> – In this lesson students will develop a knowledge of different ways of using chords in House Music.</li> <li>5. <b>Riff</b> – In this lesson students will understand the features of House riffs and will create their own.</li> <li>6. <b>Structure</b> - In this lesson students will understand common House Music structure and will create their own.</li> <li>7. <b>The Drop and Effects</b> – In this lesson students will learn how to create a ‘Drop’ and apply effects to their composition.</li> </ol>	<p><b>Standard PowerPoints:</b> <a href="#">2. Solo Performance</a></p> <ol style="list-style-type: none"> <li>1. <b>Introduction</b> – In this lesson students will understand what goes into a strong performance and begin their own preparations.</li> <li>2. <b>Learning 1</b> – In this lesson students will be undertaking self guided learning and rehearsal in preparation for the assessed performance.</li> <li>3. <b>Learning 2</b> – In this lesson students will be undertaking self guided learning and rehearsal in preparation for the assessed performance.</li> <li>4. <b>Learning 3</b> – In this lesson students will be undertaking self guided learning and rehearsal in preparation for the assessed performance.</li> <li>5. <b>Learning 4</b> – In this lesson students will be undertaking self guided learning and rehearsal in preparation for the assessed performance.</li> <li>6. <b>Learning 5</b> – In this lesson students will be undertaking self guided learning and rehearsal in preparation for the assessed performance.</li> <li>7. <b>Learning 6</b> – In this lesson students will be undertaking self guided learning and rehearsal in preparation for the assessed performance.</li> </ol>

	8. <b>Continuation</b> lesson – In this lesson students will use the time to refine the elements already created in their composition in preparation for assessment.	8. <b>Learning 7</b> – In this lesson students will be undertaking self guided learning and rehearsal in preparation for the assessed performance. 9. <b>Assessment</b> – In this lesson students will perform their chosen piece.
<b>Key Domains and Concepts taught in this Unit / Term</b>	<p><b><u>Domains of Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Melody</li> <li>• Harmony</li> <li>• Texture</li> <li>• Sonority/Dynamics</li> <li>• Structure</li> </ul> <p><b><u>Key Concepts</u></b></p> <ul style="list-style-type: none"> <li>• Composition</li> </ul>	<p><b><u>Domains of Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Rhythm/Metre/Tempo</li> <li>• Melody</li> <li>• Sonority/Dynamics</li> </ul> <p><b><u>Key Concepts</u></b></p> <ul style="list-style-type: none"> <li>• Performance</li> <li>• Critically listening</li> <li>• Music Expression and intention</li> </ul>
<b>KS4 End Points</b>	<ul style="list-style-type: none"> <li>• <b>Improvise and compose creative ideas fluently and can confidently develop ideas.</b></li> <li>• <b>Develop fluency in the use of music technology in the performance and production of music.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Play and perform in a range of solo and ensemble contexts with confidence and fluency showing a high level of instrumental skill.</b></li> <li>• <b>Use staff and other relevant notations appropriately and accurately.</b></li> </ul>
<b>Declarative Knowledge (Students should know)</b>	<ul style="list-style-type: none"> <li>• Knowledge of key musical features of House Music</li> <li>• Knowledge of key terms relating to House Music</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Understand chord structures on both ukulele and keyboards.</b></li> <li>• <b>Understand basic music notation and how to apply this on chosen instrument.</b></li> </ul>
<b>Procedural Knowledge (Students should be able to do)</b>	<ul style="list-style-type: none"> <li>• <b>Compose various elements of House Music (Bass Line, Drum beat, Riff etc)</b></li> <li>• <b>Use development techniques to develop loops</b></li> <li>• <b>Structure their composition</b></li> <li>• <b>Utilise other musical elements such as dynamics, tempo and texture in their composition.</b></li> <li>• <b>Demonstrate competent sequencing skills</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Structure an individual rehearsal process in preparation for their final performance</b></li> <li>• <b>Demonstrate a level of skill on their chosen instrument and to choose a piece appropriate to their level</b></li> <li>• <b>Demonstrate and identify progress through deliberate practise over a sequence of lessons</b></li> </ul>

		<ul style="list-style-type: none"> <li>Perform a final solo piece for assessment in a confident and fluent manner</li> </ul>
<b>Developing T3 Literacy and Numeracy</b>	In addition to KS3 starters: Melody, Rhythm, Pulse, Tempo, Loop, Development, Repetition, Automation, Effects	In addition to KS3 starters: Melody, Rhythm, Tempo, Stave, Notation, Major / minor.
<b>Assessment (Summative and Formative)</b>	Summative: Final submitted House Music compositions Formative: Teacher verbal feedback during practical tasks.	Summative: Final recorded Solo performance. Formative: Teacher verbal feedback during independent rehearsal time.
<b>Links to Prior Learning</b>	Year 7: Baseline – Introduction to sequencers Year 7: Jazz Improvisation – Experimentation and creation of ideas Year 7 – Composition – Minimalism Year 8: Intervals composition Year 8: Music and Mood Composition	Year 7: Baseline – Ensemble performance Year 7: Jazz Improvisation – Creation of improvisations Year 7: Singing and Ukulele – Ensemble performance and listening skills Year 7: Keyboard skills Year 8: Chords Year 8: Ensemble Performance Year 8 Musicals
<b>Next steps in learning</b>	KS3 - Year 9: Film Music KS4: Compositional elements for GCSE and vocational courses. GCSE Appraisal	KS4: Performance elements for GCSE and vocational courses. GCSE Appraisal skills.
<b>Common Barriers to learning in this unit</b>	<ul style="list-style-type: none"> <li>Resilience</li> <li>Lack of interest in Club Dance Music</li> <li>Ability to create musical ideas</li> <li>Ability to recognise, select and use musical elements appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Lack of instrumental tuition</li> <li>Lack of student resilience</li> <li>Lack of fine motor skills</li> <li>Prior access to cultural capital</li> </ul>

Units	Unit 3 Film Music	Unit 4 Modern Music
<b>Unit Overview</b>	In this final compositional task, students will gain a vocational experience of create music for media. Students will also develop sequencing skills in the create of a composition using computers.	This topic further broadens cultural capital through exploring a variety of musical genres and the cultural background in which they developed.
<b>Lesson Sequence</b>	<p><b>Standard PowerPoints:</b> <a href="#">3. Film Music</a></p> <ol style="list-style-type: none"> <li>1. <b>Pirates 1</b> – In this lesson students learn the section B part of the Pirates theme.</li> <li>2. <b>Pirates 2</b> – In this lesson students learn the section A part of the Pirates theme.</li> <li>3. <b>Atmospheres</b> – In this lesson students will watch a variety of atmospheres and analyse the musical elements of the music featured.</li> <li>4. <b>Film Composition 1</b> – In this lesson students will compose music appropriate for their chosen film clip.</li> <li>5. <b>Film Composition 2</b> – In this lesson students will compose music appropriate for their chosen film clip.</li> <li>6. <b>Film Composition 3</b> – In this lesson students will compose music appropriate for their chosen film clip.</li> <li>7. <b>Film Composition 4</b> – In this lesson students will compose music appropriate for their chosen film clip.</li> <li>8. <b>Film Composition 5</b> – In this lesson students will compose music appropriate for their chosen film clip.</li> <li>9. <b>Assessment Lesson</b> – In this lesson students will refine their compositions before handing in.</li> </ol>	<p><b>Standard PowerPoints:</b> <a href="#">4. Modern Music</a></p> <ol style="list-style-type: none"> <li>1. <b>Music Timeline</b> – In this lesson students will appreciate different genres and their place in history.</li> <li>2. <b>Rock and Roll</b> – In this lesson students will learn about the musical features and historical context for the genre.</li> <li>3. <b>Reggae</b> – In this lesson students will learn about the musical features and historical context for the genre.</li> <li>4. <b>Hip Hop</b> – In this lesson students will learn about the musical features and historical context for the genre.</li> <li>5. <b>Disco</b> – In this lesson students will learn about the musical features and historical context for the genre.</li> <li>6. <b>Gospel</b> – In this lesson students will learn about the musical features and historical context for the genre.</li> <li>7. <b>Britpop</b> – In this lesson students will learn about the musical features and historical context for the genre.</li> <li>8. <b>Rock</b> – In this lesson students will learn about the musical features and historical context for the genre.</li> <li>9. <b>Summer Listening and Appraising</b> – In this lesson students will draw on their learning from previous lessons in a competitive environment.</li> </ol>

<p><b>Key Domains and Concepts taught in this Unit / Term</b></p>	<p><b><u>Key Domains of Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Rhythm/Metre/Tempo</li> <li>• Melody</li> <li>• Harmony</li> <li>• Texture</li> <li>• Sonority/Dynamics</li> <li>• Structure</li> <li>• Music's connection to time and place.</li> </ul> <p><b><u>Key Concepts</u></b></p> <ul style="list-style-type: none"> <li>• Composition</li> <li>• Critically listening</li> <li>• Music Expression and intention</li> </ul>	<p><b><u>Key Domains of Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Rhythm/Metre/Tempo</li> <li>• Melody</li> <li>• Harmony</li> <li>• Structure</li> <li>• Music's connection to time and place.</li> </ul> <p><b><u>Key Concepts</u></b></p> <ul style="list-style-type: none"> <li>• Performance</li> <li>• Critically listening</li> <li>• Music Expression and intention</li> </ul>
<p><b>KS4 End Points</b></p>	<ul style="list-style-type: none"> <li>• <b>Improvise and compose creative ideas fluently and can confidently develop ideas.</b></li> <li>• <b>Appraise music confidently and accurately using appropriate musical language.</b></li> <li>• <b>Develop fluency in the use of music technology in the performance and production of music.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Play and perform in a range of solo and ensemble contexts with confidence and fluency showing a high level of instrumental skill.</b></li> <li>• <b>Appraise music confidently and accurately using appropriate musical language.</b></li> <li>• <b>Use staff and other relevant notations appropriately and accurately.</b></li> </ul>
<p><b>Declarative Knowledge (Students should know)</b></p>	<ul style="list-style-type: none"> <li>• <b>Knowledge of how different musical elements combine to create atmosphere and moods.</b></li> <li>• <b>Understanding of Major, minor, dissonance and consonance</b></li> <li>• <b>To identify and understand how the use of dynamics and instrument sound creates an appropriate mood</b></li> <li>• <b>Knowledge of common ways to structure a simple composition using contrast and repetition.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of some key historical context surrounding various musical genres.</li> <li>• Knowledge of key musical features of various musical genres.</li> <li>• Understand chord structures on both ukulele and keyboards.</li> <li>• Understand basic music notation and how to apply this on chosen instrument.</li> </ul>
<p><b>Procedural Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Compose appropriate music to fit chosen film stimulus</li> </ul>	<ul style="list-style-type: none"> <li>• Structure an individual rehearsal process in preparation for their final performance.</li> </ul>

<p><b>(Students should be able to do)</b></p>	<ul style="list-style-type: none"> <li>Identify and use sounds appropriately to create chords, melody and harmony as appropriate to the stimulus.</li> <li>Structure their composition demonstrating repetition and contrast</li> <li>Utilise other musical elements such as dynamics, tempo and texture in their composition.</li> <li>Demonstrate competent sequencing skills</li> <li>Develop confident use of music technology for composition work</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a level of skill on their chosen instrument and to choose a piece appropriate to their level</li> <li>Perform in a final performance in a confident and fluent manner.</li> <li>Confidently talk about a music genre in terms of musical features and historical context.</li> </ul>
<p><b>Developing T3 Literacy and Numeracy</b></p>	<p>In addition to KS3 starters: Melody, Harmony, structure, Development, repetition, contrast, variation, texture, Drone, Dissonance, intervals, Loop, Hit point, Mickey Mousing</p>	<p>In addition to KS3 starters: Melody, Harmony, structure, Instrumentation, Tempo, Texture. Addition keywords for each different genre covered as relevant.</p>
<p><b>Assessment (Summative &amp; Formative)</b></p>	<p>Summative: Final submitted compositions Formative: Teacher verbal feedback during practical composition task</p>	<p>Summative: No formal assessment. Students will produce a small performance at the end of each lesson. Formative: Teacher verbal feedback during practical tasks.</p>
<p><b>Links to Prior Learning</b></p>	<p>Year 7: Baseline – Introduction to sequencers Year 7: Jazz Improvisation – Experimentation and creation of ideas Year 7 – composition – Minimalism Year 8: Intervals composition Year 8: Music and Mood Year 8: Songwriting Year 9: House Music</p>	<p>Year 7: Jazz Improvisation Year 7: Singing and Ukulele Year 7: African Drumming Year 8: Ensemble Performance Year 8: Chords Year 8: Music and Mood Year 8: Songwriting Year 9: House Music Year 9: Solo Performance</p>
<p><b>Next steps in learning</b></p>	<p>KS4: Compositional elements for GCSE and vocational courses. GCSE Appraisal</p>	<p>KS4: Appraisal and Listening elements for GCSE and vocational courses.</p>
<p><b>Common Barriers to</b></p>	<ul style="list-style-type: none"> <li>Resilience</li> <li>Ability to create musical ideas</li> <li>Ability to recognise, select and use musical elements appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Lack of instrumental tuition</li> <li>Lack of student resilience</li> <li>Lack of fine motor skills</li> </ul>

learning in  
this unit

- Gaps in sequencing skills

- Prior access to cultural capital