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| **Year 9 Curriculum Overview [2024-2025]**  **Subject Music** | | | | | | |
| **Autumn Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **T1** | To compose a gaming music piece. | * Why music is used in games * Gaming music history and its development * Gaming music techniques * How music creates atmosphere for scenarios and interest. * How gaming composers influence the musical elements. | Music appraising tasks | Key vocab explained explicitly and then used throughout listening and practical work. | Reasoning  Commercial Awareness | Performing your gaming composition. |
| **Catholicity across Music** | Through reflective listening and discussion, students can explore how music can evoke deep emotions and provide comfort in music that gaming music illustrates throughout the game. This helps students appreciate music’s potential for fostering growth. | | | | | |
| **Year 9 Curriculum Overview [2024-2025]**  **Subject Music** | | | | | | |
| **Spring**  **Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **T2** | What makes a good pop song | * Harmony and chords in popular music * How riffs are used and situated in popular songs. * Features of a successful melody. * Structural elements of a popular song. * Textural elements of pop music. | Music appraising tasks | Key vocab explained explicitly and then used throughout listening and practical work. | Planning  Determination  Cooperation | Performing a pop song as an ensemble. |
|  | Composing your own song | * Composing chords. * Composing appropriate chord patterns to match a mood. * Composing riffs to a chord pattern. * Techniques to write suitable lyrics * Composing suitable structure for a song. | Music appraising tasks | Key vocab explained explicitly and then used throughout listening and practical work. | Creativity  Communication  Self-discipline  Teamwork  Oracy  Problem Solving | MCQ for declarative knowledge  Ensemble performance of students’ own song. |
| **Catholicity across Music** | Students can use composition as an avenue to express empathy, reflect on social issues, promote messages of kindness and respect. Writing lyrics that explore themes such as friendship, kindness or solidarity. Students are encouraged to use music as a positive force in the world and reflecting on the catholic values of empathy and compassion. | | | | | |
| **Year 9 Curriculum Overview [2024-2025]**  **Subject Music** | | | | | | |
| **Summer**  **Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **T3** | To analyse a classical piece of music. | * How accidentals are used. * Context of classsical period. * Melodies of the classical period. * Accompaniment styles * Cadences | Music appraising tasks | Key vocab explained explicitly and then used throughout listening and practical work. | Independence  Determination  Cooperation | Solo performance of Fur Elise |
|  | Plan a festival | * How to plan to a deadline * Sonorities suitable for genres. * Performing for an event * Stage presence. | Music appraising tasks | Key vocab explained explicitly and then used throughout listening and practical work. | Organisation  Planning  Cooperation  Communication | Performance/presentation of a festival. |
| **Catholicity across Music** | Catholic teaching values the pursuit of excellence as a form of honouring one’s gifts, but it also cautions against perfectionism. Students can be encouraged to strive for improvement and personal best in music while accepting that mistakes are part of the learning process, promoting both humility and resilience. | | | | | |