



MUSIC - YEAR 9

Unit 1: Rhythm and Pulse (World 1)

The exploration and application of rhythmic devices. Historical and geographical context of rhythm and pulse – links to Africa as well as other parts of the world. Development of rhythmic patterns in modern day music. You will learn how to play rhythms to three songs from different styles that have been directly influenced by traditional African rhythms.

1. Development of different styles throughout time.
2. Acquiring knowledge of important rhythmic structures and devices – particularly cross rhythms, syncopation, unison, polyrhythm and call and response.
3. The discipline and concentration and what it takes to hold a steady beat within a large ensemble for an extended period.

Ensemble skills, practice skills, melody, harmony, pulse/tempo, hand-held percussion extension, with a greater focus on more complex timing. Call and response, polyrhythm, unison, cross rhythm.

Unit 3: Music Through Time 2

Music has a rich history that cannot be ignored. We will look at key composers throughout time. Each lesson will be set up with a short video introduction provided by the BBC and hosted by a different celebrity. The tasks will include listening questions and performances. The lessons are compact and move quickly so 100% engagement is required for success. Introduction of 4 key classical composers. Exploring composition through a variety of different tasks and assignments. Continue adding new rhythms in the rhythmic tasks – as well as further study of different time signatures.

1. Requiring a basis of mapping out key composers from the world of classical music.
2. Acquiring key dates and knowledge of important musical pieces that have influenced specific music practices throughout history.
3. A closer look at the development of orchestral development throughout the different periods. This will be investigated much more in later units.

Ensemble skills, other instrumental skills, practice skills, elements of music, listening assessment preparation.

Unit 5: Film Music 2 – Live Lounge

Large ensemble playing to achieve a coherent performance of a pop song. Lead sheet creation that can be used by a band. Smaller group ensembles with a greater emphasis on a band ensemble. Performance in a band setting.

1. Hands-on exploration of the main instruments used in pop music with the addition, if possible, of the full drum kit and guitar.
2. The intricate rhythms and melodies that make up much of pop music and how they can fit together to make a song.
3. The students will learn and use much more tier three language associated with the elements of music
4. Reading and understanding a more difficult lead sheet compared to the ones they used in Y7 and Y8. This will lead to the creation of a lead sheet.

Ensemble skills, practice skills, melody, harmony, pulse/tempo, hand-held percussion, guitar, drum kit, keyboard, singing.

Unit 2: Reggae (World 2)

Introduction to Reggae as a genre. The influence of Reggae music in different genres. Development of syncopation. Historical and geographical significance of Reggae. The main task for this unit is playing three little birds as part of a small and large ensemble. The timing for this song is tricky and usually provides the most challenging task to date but very satisfying when it is played correctly.

1. Knowledge of Reggae music – the history – influence in modern day music – development of different styles throughout time.
2. Acquiring knowledge of important syncopation – particularly off-beat chords and the effect it has on the overall feel of the music.
3. The importance of counting and feeling the underlying pulse of the music to stay in time.

Reading musical notation, keyboard skills hands-together, pitch, rhythm, practice skills, solo performance skills and listening assessment preparation, syncopation, off beat.

Unit 4: Music Through Time 3

Continuation and study of the world of Classical music. Using J.S Bach - Toccata and Fugue as the main material to introduce fusion music/remix. Exploring composition through a variety of different tasks and assignments. Using music technology to explore and execute a structured fusion composition/remix.

1. Requiring a basis of mapping out key features and elements of baroque music introducing the composer J.S Bach.
2. Discussing Fugue has a form and musical devices such as sequences in greater depth.
3. How to understand and use music technology.

Ensemble skills, other instrumental skills, practice skills, elements of music, listening assessment preparation.

Unit 6: Pop Song Composition

Composition is a huge element of GCSE music, and this unit is designed to bridge the transition from KS3 to KS4. This simple guide to composition will take you through all the necessary steps to approaching song writing and provide the students with the tools and knowledge needed to create a simple pop song. By the end of the unit, you will have a plan for a group composition.

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