



ST CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

LEARNING OVERVIEW FOR (SUBJECT): Music			YEAR GROUP: 9	
Term	Scheme of Work	What most pupils will learn (prior assessment may alter starting point & content)	Key skills	How will this learning be assessed?
1	Electronic Music	Students will learn about the importance of electronic technology and its influence on modern culture. They will explore a range of musical genres, such as House music, Drum and Bass and Hip Hop and they will learn about the instruments and techniques that have shaped these genres. Students will use a range of technology, including synths, samplers and software to produce an authentic remix of an existing song. Through this unit, students will show an understanding of a variety of musical features, most of which are associated with the culture and will link to existing GCSE terminology.	<ul style="list-style-type: none">• Production / Sequencing Skills• Technological understanding• Rhythmical elements• Keyboard technique• ICT Skills• Contextual / Historical understanding	<ul style="list-style-type: none">• Compositions created and marked on Logic Pro• Digital marking and feedback





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2	Reggae Music	<p>Students will explore and perform the characteristics of Reggae and work towards either an ensemble or solo performance of an existing Reggae piece. Students will explore a range of musical elements and the wider features of music from the Caribbean, in preparation for studying World Music at GCSE level.</p> <p>A vital ethos of this unit is to enhance and develop ensemble skills and practical music making. Pupils will work in bands, playing guitar, bass, keyboard, vocals, and drums. Using a mixture of simple tab/notation/learning by ear they will work to perform.</p>	<ul style="list-style-type: none">• Rhythmic skills• Band skills• Contextual / Historical understanding• Ensemble Skills• Instrumental Techniques• Improvising	<ul style="list-style-type: none">• Group performances• Video and audio recordings• Mac-based recoding• Extended Writing Task
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3	Band Skills	<p>In year 9, students have autonomy over who they work with and what song they should cover. All students work in bands, playing guitar, bass, keyboard, vocals, and drums. Students are taught how to find the notation and resources they will need to learn their instrument and learn their song – this could be in the form of traditional notation, guitar tablature, online tutorials or learning by ear. Rehearsals are regular recorded to allow students to learn from their mistakes and develop their musicianship overtime – just like being in a real band.</p>	<ul style="list-style-type: none">• Reading notation (tabs, scores, lyrics, YouTube, other)• Learning by ear• Learning from others• Independence• Interdependence• Teamwork• Performance skills• Rehearsal Skills	<ul style="list-style-type: none">• Regular Self-Assessment tasks allow students to reflect on their own progress.• Regular verbal feedback• Final Performance
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4	Film Studies: The Media and Music	Students will look at the relationship of music and moving image. The unit will start by exploring how composers develop music to create or enhance atmospheres. Students then use Logic or chosen instruments to compose their own music to a short film clip. References will be made to various 'musical clichés'/devices and elements throughout. Students will work towards a collaborative performance of their composed soundtracks.	<ul style="list-style-type: none">• Compositional techniques• Timbre / Sonority• Sequencing• Understanding effects and plugins• Texture• Melody• Structure• Teamwork• ICT Skills	<ul style="list-style-type: none">• Compositions created and marked on Logic Pro• Digital marking and feedback
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5	<p>The Elements:</p>	<p>Looking at period composers, students will be introduced to Area of Study 1 on the GCSE curriculum and through listening activities, be able to hear the musical elements associated with each period.</p> <p>Students will be also guided through a range of melodic devices, as well as exploring suitable timbre and articulation, with students able to communicate their understanding of all these elements through the music they compose.</p> <p>Students embed their understanding of these musical devices, through writing a new Fanfare (to replace the 20th Century Fox one).</p>	<ul style="list-style-type: none">• Melody• Articulation• Dynamics• Tempo• Structure• Harmony and Tonicity• Instruments• Rhythm• Texture• Compositional techniques	<ul style="list-style-type: none">• Extended Writing Task• Composition
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6	<p>Songwriting: Being a composer</p>	<p>Composition based activity – focusing on melody, rhythm and chord progressions. Students will learn about the main features of a song and compose their own original piece (chords, melodies, bassline, rhythms, lyrics etc). In preparation for GCSE music, students can compose music to a set brief using a number of given stimuli. This may integrate live performance skills or provide an opportunity to incorporate technology into the composition. Final performances of the song are recorded and/or performed – the student will independently decide what is appropriate for their piece.</p> <p>This unit provides the opportunity to build on existing compositional skills and teaches additional, more advanced techniques which will prepare the student for GCSE music.</p>	<ul style="list-style-type: none">• Compositional techniques• Lyric Writing• Harmony• Texture• Melody• Rhythm• Structure• Independence• Teamwork• ICT Skills	<ul style="list-style-type: none">• Compositions created and marked on Logic Pro• Digital marking and feedback
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