

Landau Learner Curriculum Overview

Subject: Music

Director of Learning: NGH

Year: 9

Curriculum organisation				
Students are taught in mixed ability for the equivalent of two single lessons per week. Topics are termly and students are taught about a wide range of historical and contemporary musical features including, musicians, musical movements and cultural influences. Skills spiralled throughout projects. Where possible projects follow a chronology from one to the next, allowing us to go into greater depth with contextual connections and preparing our students for further study in year 10.				
What topics will students be studying this year? Includes links to National Curriculum, Curriculum Intent and Prior Related Learning*				
Term 1: Music in Performance	Term 2: Music in Composition	Term 3: Minimalism & Composition	Term 4: Fusion	Term 5: Responding to a Brief
Formal elements: Intervals, Roman Numerals, Triads, Practice: Performing and an existing musical piece as a band utilizing formal elements and contextual sources. Contextual Sources: Black Eyed Peas, The Calling & Journey	Formal elements: MIDI, Tonic, Dominant, Sub-Dominant Practice: Composing an original piece of music in a traditional pop structure. Contextual Sources: John Williams, Hans Zimmer, Kelly Clarkson, Ed Sheeran	Formal elements: Ostinato, Rhythm, Counter Melodies, Treble & Bass Clef Practice: Composing an original piece of music in the style of minimalism. Contextual Sources: Phillip Glass, Steve Reich & Terry Riley	Formal elements: Genre, Chord Variations, Style, Texture Practice: Students learn to perform a piece of music in a different genre than its original recording. Contextual Source: Billie Eilish, Korn, Taylor Swift.	Formal elements: Context, genre, Chords, Scales, Roman Numerals, Intervals. Practice: Students create a composition in a style relevant to the chosen brief. Contextual Sources: The Beatles, ACDC, Adele, Danny Elfman.
Prior Learning: builds on KS3 curriculum from year 8 developing deeper musical understanding within performance. National Curriculum: Improvise new musical ideas of chord sequences or over a groove within a chosen key or keys. Curriculum Intent: influences and the wider context relating to the work of contextual sources.	Prior Learning: Term 1: Triads, Intervals, Roman Numerals. National Curriculum: Experiment with the use of sound and silence as well as anticipated and unexpected musical moments. Curriculum Intent: use a variety of both historical and contemporary influences.	Prior Learning: Understanding of rhythm, pulse, structure and major/minor scales. National Curriculum: Broaden skills at sight-reading, transposition, composing, improvisation or harmonisation. Curriculum Intent: students have regular opportunities to practice what they know, constantly building and deepening their knowledge and skills.	Prior Learning: Understanding genre, structure, instrumentation. National Curriculum: Broaden skills at sight-reading, transposition, composing, improvisation or harmonisation. Curriculum Intent: students are empowered to develop work which is highly skilled and reflective of popular musical trends.	Prior Learning: Understanding of structure, genre, instrumentation, compositional techniques. National Curriculum: Experiment with the use of sound and silence as well as anticipated and unexpected musical moments. Curriculum Intent: use a variety of both historical and contemporary influences.
Equipment needed for sessions:		What can you do to support your child?		
Pencil, ruler, rubber, sharpener, Ball point pen.		Encourage your child to listen and watch the world of music around them. Take your child to concerts to hear how a live band/artist sounds first hand. Encourage your child to practice their musicianship skills.		
How will learning be assessed and progress measured?		Extension and enrichment activities:		
Composition & Performance.		Music Clubs, Band and School Shows.		