

Music / Year 9 / 2022 - 2023



Year 9	Rotation 1 – What Makes a Pop Song	Rotation 2 – Composition for Film
Curriculum Content	<p>Composite – How to understand and analyse a popular song Component 1 – Explore the structure of a popular song Component 2 – Explore hooks and riffs which are common in a popular song Component 3 – Understand how to change the mood or feeling of a song Component 4 – Develop performance and feedback skills</p>	<p>Composite – How to create an effective Composition for Film Component 1 – Explore how music can enhance visual images Component 2 – Understand how leitmotifs are used within composition for film Component 3 – Build listening and appraising skills in relation to music for film</p>
Prior knowledge and skills (from previous year / key stage)	<p>Students will understand the factors of being part of a band from previous KS3 rotations and know the routines and skills that belong to this way of learning. Students will also have gained knowledge of listening skills from previous rotations and the knowledge of the instruments which have been chosen for this unit.</p>	<p>Students will understand structure and creation of songs through Year 8 rotation two “4-Chord Song” and Year 9 rotation one “What Makes a Pop Song”. Students will continue to develop their understanding of “The Elements of Music” which has been underpinned since Rotation one in Year 7 which will help to aid and personalise their composition work</p>
Assessment Objectives	<p>Understand the structure of a standard Pop Song Performance Skills Quizzing throughout the unit, and take part in performance feedback questioning (WWW/EBI)</p>	<p>Understanding of composing leitmotifs for characters/scenes Quizzing throughout the unit, and take part in performance feedback questioning (WWW/EBI)</p>
Vocabulary / Key Subject Terminology	<p>Verse – Part of a song which changes and usually tells a story Chorus – The repeated and most catchy part of the song Introduction – The beginning of the song Bridge – A part of the song that connects it to another section Middle 8 – A different sounding section to the song to keep it interesting Timing – Making sure you are in time with the rest of the group Ballad – A slow and emotional song Chords – 3 or more notes played at the same time Dynamics – How loud or quiet you are playing Improvisation – Creating music without preparation Instrumentation – Different instruments used within a song Key – The group of pitches which a song has been written in Pitch – How high or low the song/note is Pop Song – A popular song which is listened to by a lot of people Chord Progression – A typical order of chords in a song Key Change – Changing the group of pitches, usually linked together A Capella – Singing without any music Bar – A section of music (usually in courts of 4)</p>	<p>Leitmotif – A frequent recurring short idea which is associated with a character Soundtrack – The music and sound recorded on a motion-picture film Theme Song – The music often played at the beginning and/or at the end of a film Micky Mousing – Using music to create an effect or for a specific part of the film Discord – A way to create tension and suspense within a film Tension – Anticipation of a build-up in music Suspense – A way to create dramatic effect within a film Chords – 3 or more notes played at the same time Dynamics – How loud or quiet you are playing Instrumentation – Different instruments used within a song Key – The group of pitches which a song has been written in Chord – Two or more notes played at the same time Major – A chord made up of 3 notes which are described as ‘happy chords’ Minor – A chord made up of 3 notes which are described as ‘sad chords’ Pitch – How high or low the song/note is Chord Progression – A typical order of chords in a song Bar – A section of music (usually in courts of 4) Music Spotting – A composer meets the director to decide on music and sound effect ideas Storyboard – Illustrations and images which help the composer plan their work</p>
Assessment	<p>Students will be assessed on creating a version of “Shape of You” by Ed Sheeran. Students will work as a ‘band’ to perform the parts they have learnt so far but in a different style/genre – live lounge projects. Students will perform these on the last lesson of the rotation. This will be filmed on the teacher iPad and feedback given to students.</p>	<p>Students will create their own compositions using GarageBand. Students will be assessed on their use of timing, compositional skills and use of leitmotifs. Students will export their work as a mp4. file for assessment</p>

<p>Cross Curricular Links with other Faculties</p>	<p>This unit will link to Math for their counting and timing skills during rehearsal and performance.</p> <p>This unit will link to drama for their performance and analysing skills both during rehearsal and performance of other groups. This includes self and peer feedback.</p> <p>BV Links : Mutual Respect – Performance Individual Liberty – Composition</p>	<p>This unit will link with Drama, relating to impact and enhancements music can add to a performance.</p> <p>This unit links with Maths, where students will look at timing and problem solving within time frames</p> <p>BV Links : Individual Liberty – Composition</p>
<p>Knowledge Organiser content</p>	<p>Students will be given information on each instrument and the chords/skills they will need to complete the tasks. There will be dual coding and information regarding this, with each instrument explained, giving students the autonomy to perform in their own style.</p>	<p>Students will be given information relating to different compositional skills and techniques. Students will also be provided with a glossary of key terms which will be used throughout the scheme</p>
<p>Trip Opportunities</p>	<p>Students will have the opportunity to visit a performance in London at Wembley Arena, to see how professional bands work together and how a show looks like as a member of the audience. Students will also be able to visit a recording studio where students can see industry standard equipment and how these work in a professional real-life setting.</p>	
<p>Extra-Curricular Offer</p>	<p>Students will have to opportunity to be involved in a band focussed extra-curricular club, where students will work collectively as a group to create a performance</p> <p>Students may also use this time as an extension to rehearse and prepare for their Peri instrument studies</p> <p>Selected students will also have access to 1:1 or group Keyboard lessons from Oldham Music Service</p> <p>Students will also be offered a Music Technology focus as an extra-curricular opportunity where students will learn about using computers to compose their own songs using skills built from rotation 2 – film music or their own</p>	