

Module/Unit of Learning	Taught During	What will students learn?	What enriching opportunities will students engage in?	Links to other Subjects
Developing use of chords and Awareness of Ensemble	Autumn	<p>Throughout Year 9, students will develop their knowledge from Years 7 and 8 and will build on the knowledge they have already acquired. Students will look at chords and triads as the building blocks of music and will explore a number of common chord progressions to explore how composers and musicians use these in their own music. Students learn and revisit common chord sequences such as I-V-vi-IV and the 12-bar blues through a range of listening, performing and composition tasks. Students will use a mixture of instruments and music technology to realise their musical knowledge and develop their procedural knowledge.</p> <p>Whilst exploring chords progressions, students will also strengthen their knowledge of music theory ensuring that they developing their appraising skills and ability to write and talk about music in increasing detail and critique. Students will simultaneously strengthen their music technology skills and use of DAW as they create their own individual music technology project based around the 12-bar blues.</p>	<p>Students will explore a number of musical genres and styles, including performances by a variety of different artists looking at how musicians use chord progressions to enhance their compositions. Students will be working in the same manner as a professional blues band. They will practise and perform a minimum of one part of a blues band. Students will strengthen use of music technology and experience the role of a music producer in mixing, and balancing tracks.</p>	<p><b>History</b> – Atlantic Slave Trade</p> <p><b>Geography</b> – Knowledge of West Africa</p> <p><b>Music Technology</b> – Use of specialised music software.</p> <p><b>English</b> – Developing extended writing technique.</p>

Music for Media	Spring Term 1	Students will strengthen their knowledge of music for media, basing their knowledge around film music. Students will understand the importance of underscores, Foley and incidental music in demonstrating and complementing the drama within a scene. Students will also understand the role that a leitmotif plays in highlighting key characters and experience performing a number of leitmotifs and they will explore the use of Foley to portray sound effects. Students will further develop their use of DAW by recording a musical soundtrack to accompany a short clip from a known film.	Students will listen to and watch clips from film and exploring the relationship between the music and the photography. Students will explore the role of a film composer by using a DAW to record a soundtrack to accompany a clip from a film.	<b>Film Studies</b> – Use of music in film.  <b>Creative iMedia</b> – Recording music to accompany a film.  <b>Drama</b> – Diegetic vs. non-diegetic music.
World Music and Us	Spring Term 2	Students will explore the world of music, including music from their own culture and further afield to music from Africa. Students will recap and develop understanding of cyclic rhythms and polyrhythms and be able to perform these in an ensemble. Using their knowledge of traditional African music, students will see the relationship between this and Western minimalism. Students will be introduced to composers such as Steve Reich and Mike Oldfield and will be able to compose their own minimalism based on repeated and looped cells using a number of taught minimalist techniques.	Students will experience performing on traditional African instruments, such as djembes, shekere and kalimbas. Students will use music technology to compose their own minimalism.	<b>History</b> – cultural history within the world and UK.  <b>Geography</b> – African geography, US geography.
Summer 1 and 2	20 <sup>th</sup> Century Music Through Time	Students will build on the knowledge acquired in the first two terms by exploring a range of musical styles and genres through the 20 <sup>th</sup> century. Students will learn about the techniques, features and traits that make these different genres unique and will develop their abilities in performing, appraising and composing within these genres. Students will begin with Swing music on the 1930s and will experience genres including Rock 'n Roll, British Beat music, Disco and Hard Rock.	Students will perform a number of varying styles from different genres and will watch performances of these genres.	