



		Autumn Term		Spring Term		Summer Term	
	<p>Topic Big question / Overview</p>	<p>Traditional African Music</p> <p>Learners will study the traditional rhythmic roots from traditional African Music</p> <p>Understand their cultures, listen, appraise, compose and perform music from traditional African music</p> <p>This topic builds on prior learning from the space music topic covered in year 8</p>	<p>Rock n Roll</p> <p>Learners will study a range of popular music from the 1950s and 1960's</p> <p>They will understand how composers of popular music use and develop musical elements and compositional devices</p> <p>This topic builds on prior learning from the primary chords 2 topic covered in year 8</p>	<p>Baroque Music</p> <p>Learners will study the development of Baroque music (1650)</p>	<p>Classical Concerto</p> <p>Learners will study the development of Classical music (1750)</p> <p>This topic builds on prior learning from Baroque Music</p>	<p>Musicals</p> <p>Students will study ad range of musicals from The West End and Broadway respectively. Students will engage with identify the features of a range of Broadway styles including prologue, production number, character songs and ballads.</p> <p>This topic builds on prior learning from the Advert and Film Music topic covered in year 8</p>	<p>Minimalism</p> <p>Students will study a range of minimalist compositions, whilst making insightful judgements when comparing to this medium to modern minimalist art</p> <p>This topic builds on prior learning from the Gamelan music topic covered in Year 8</p>
<p>Year 9</p>	<p>Disciplinary knowledge/skills</p>	<p>Identify, understand and evaluate musical devices</p> <p>Performance</p> <p>Perform polyrhythm, cross rhythm as part of an ensemble Improvise complex rhythms Perform syncopated rhythm</p> <p>Composition</p> <p>Compose African music using the aural traditional approach. Compose African Polyrhythm/cross rhythm using western notation.</p> <p>Listening and Appraising</p> <p>Analyse Yiri a traditional African piece Score following / reading compound time signatures Pentatonic scale Call and response Role of a master drummer</p> <p>Key Skills</p> <p>Characteristic rhythms and metres for African drumming</p> <p>The origins and cultural context of the traditional music</p> <p>The instruments and timbre including:</p> <ul style="list-style-type: none"> pitch and melody rhythm and metre tempo dynamics, expression and articulation texture structure and phrasing harmony and tonality repetition, ostinato ornamentation. 	<p>Identify, understand and evaluate musical devices</p> <p>Performance</p> <p>Perform to rock n roll structures (12 bar blues) Improvise over 12 bar blues using blues scale, pentatonic scale and major scales Boogy Woogie Walking bass line Arpeggiated lines</p> <p>Composition</p> <p>Understand how to build triads and extended chords e.g. Dominant 7ths</p> <p>Understand how to recognise and compose in different keys Understand how to compose using blues scale, pentatonic scale and major scales. Compose lyrics suitable for style Conjunct and Disjunct melody line writing.</p> <p>Listening and Appraising:</p> <p>MIRTH analysis of rock n roll Development of technology and the role this played in Rock n Roll development</p> <p>Texture: Melody and accompaniment</p> <p>Historical</p> <p>The origins and cultural context of Rock n Roll</p> <p>Great Composers</p> <p>Bill Hayley and His Comets Elvis Presley Buddy Holly Brenda Lee Chuck Berry</p>	<p>Identify, understand and evaluate musical devices</p> <p>Baroque orchestra / instrumentation Secular works oratorio</p> <p>Performance</p> <p>Perform canon through singing Perform a Ritornello style composition Sing And the Glory of the Lord</p> <p>Composition</p> <p>Compose a Ritornello style performance</p> <p>Identify what canon is in music</p> <p>Apply canon in a composition using traditional instruments (string quartet and basso continuo).</p> <p>Compose melodic lines over a defined chord progression (Primary Chords)</p> <p>The musical full stop: Cadences</p> <p>Listening and Appraising</p> <p>Analysing form and structure: Binary, ternary and ritornello</p> <p>Texture: monophonic, heterophonic polyphonic</p> <p>Historical</p> <p>Understand the origins of the music, cultural context of Baroque music.</p> <p>Great Composers</p> <p>J.S Bach Vivaldi Pachelbel</p>	<p>Identify, understand and evaluate musical devices</p> <p>Development of the classical orchestra Instrument development</p> <ul style="list-style-type: none"> what a concerto is and the way it has developed through time the instruments that have been used for the solo part in the concerto and how they have developed through time the growth and development of the orchestra through time the role of the soloist(s) the relationship between the soloist(s) and the orchestral accompaniment how the concerto has developed through time in terms of length, complexity and virtuosity <p>Composition</p> <p>Compose balanced phrasing</p> <p>Compose melodic lines over a defined chord progression (Primary Chords)</p> <p>The musical full stop: Cadences</p> <p>Listening and Appraising</p> <p>Analysing form and structure: Sonata form (simple) Rondo Modulation Major and Minor tonality Analysis of Wolfgang Amadeus Mozart – Clarinet Concerto, third movement</p> <p>Texture: Homophonic Melody and accompaniment</p> <p>Historical</p> <p>Understand the origins of the music, cultural context of Baroque music.</p> <p>Great Composers</p> <p>Wolfgang Amadeus Mozart Ludwig Van Beethoven Joseph Haydn J.C.Bach Pasquale Anfossi</p>	<p>Identify, understand and evaluate musical devices</p> <p>Performance</p> <p>Sing and play Good Morning Baltimore in a music theatre style</p> <p>Composition</p> <p>Compose a ballad or character song for a musical concept you have designed.</p> <p>Listening and Appraising</p> <p>MIRTH analysis of: Feed me from little shop of horrors Good morning Baltimore from Hairspray Vocal range Interactions with staging and characters Lyric analysis with an understanding on how this develops character/progresses the story along.</p> <p>Form and Structure</p> <p>32 bar song form Through composed Verse chorus</p> <p>Historical</p> <p>The origins and development of musical theatre Different types of musicals in the 20th Century</p> <p>Great Composers</p> <p>Leonard Bernstein Andrew Lloyd Webber Cole Porter George Gershwin Tim Minchin</p>	<p>Identify, understand and evaluate musical devices</p> <p>Performance</p> <p>Clapping music by Steve Reich In C by Terry Riley</p> <p>Composition</p> <p>Students will explore composing a minimalist piece.</p> <p>The hallmarks of minimalism</p> <p>Drones Ostinato Phasing Metamorphosis layering</p> <p>Listening and Appraising</p> <p>Analysis of Electric Counterpoint</p> <p>Historical</p> <p>The origins of minimalism</p> <p>Great Composers</p> <p>Le Monte Yong Terry Riley Philip Glass</p>