

Fairfield High School Curriculum Overview – Year 9

Subject	Music	Why do we study these units in Year 9?
Lessons per fortnight	2	During Year 9 pupils explore topics designed to promote strong engagement as well as providing foundation for Music GCSE “Areas of Study” should they wish to do so.
Setting	Mixed in TG	

Students are encouraged to be Responsible Global Citizens through activities/content on...

Musical Origins focusses on the development of western art music and this traces its roots back to Persia / Egypt and so pupils make links to where all of our music originated prior to monotheism and therefore are able to recognise how music exists / originated outside of the scope of religion. This enables pupils to debunk commonly held false perceptions about how ‘different’ they are from one-another. We explore a range of music drawn from Film Music, dance and electronic music and pupils create their own ‘record label’ where they are encouraged to represent their culture / community and interests in the music that they create and ‘market’ as a musical product.

We ensure all students experience high challenge in the subject by including...

Every task in every topic has three levels of challenge (in project folder) – pupils are offered HPs for attempting (and evidencing) higher level of challenge. Pupils are invited to join school musical ensembles such as Choir, Orchestra and Jazz Band. Pupils are regularly given leadership opportunities within ensembles and class activities.

Literacy work this year includes...

Every topic (termly) has associated key vocabulary (on each project folder) that pupils learn and implement during class discussions and flipped learning tasks where pupils have to research them and complete keyword quizzes. Music literacy mats are displayed in classroom and practice rooms to enable and prompt pupils to internalise key vocabulary.

Innovation and Creativity opportunities this year include...

During Year 9 there is more of a focus on electronic music and music production / creation using ICT. Pupils explore leitmotifs and compose music for film clips including a strong link to Bristol through the 'Wallace and Gromit' part of the Film Music topic. Pupils use an acapella to create a remix where they can create music in any style using loops and clips as well as creating music to accompany it.

Employability opportunities/skills covered this year are...

During the 'Music Mogul' (creating and marketing a musical product) Unit of work in Term 3 pupils create a brand and identity for their 'record company' and write a piece (or pieces) of music that is representative of their target audience etc. creating a strong link to employability and the world of work (creative industries) as well. Pupils learn music ICT and production skills as well as how to compose music for Film and Computer games (links to GCSE) which creates a strong awareness of the real world employment opportunities in this respect as well as inspiring / laying strong foundations for further study at A Level and beyond.

Term	Unit title	Knowledge and Understanding/content	Skills	Assessment
1	Musical Origins	To prepare students for GCSE Music by studying and tracing the development of Western Music from Ancient Persia to Modern Day Orchestral Music and everything in-between. Strong cross-curricular links to History and Global Learning.	Compound time, drone and melody, ancient medieval music, modes and scales, timbre, rhythm and metre, word-setting and history of music / orchestra.	End of topic performance / project folders (AfL)

2	Pop Factory	To understand the structure of Pop Music songs and how musicians and artists transmit important cultural / social and spiritual information through the medium of popular songs. Pupils research their own songs to perform (preparing a performance and the importance of effective rehearsal – links to Performance unit of GCSE)	Rehearsal, preparing a performance, ensemble playing, developing confidence, expressive performance, creating and sourcing rehearsal materials, group work and cooperation, audience engagement.	End of topic performance / project folders (AfL)
3	Music Mogul	Pupils form groups and create a 'record company' – they are responsible for writing and 'releasing' a song (or songs!) – they have a 'budget' (in Exel) and have to manage a budget – a number of roles including 'record company' roles – pupils create a product, write a press release, design an image and logo for their group. (Composition is main focus – link to Music Industry & Composition in GCSE).	Creating and marketing a musical product, composition, managing a budget, graphic design and branding, recording using ICT, networking and negotiation.	End of topic performance / project folders (AfL)
4	The Producer	To develop skills in writing and producing electronic music using Ableton and the MIDI controllers. Pupils learn sequencing a drum beat, a bass line and work with clips to create a piece of original music. (Links to Composition accessing GCSE Music as an electronic performer / producer)	Using Music ICT and MIDI controllers, sequencing and looping, musical structure, tension and release, understanding contrast, repetition and development, composition.	End of topic performance / project folders (AfL)

5	Film Music	<p><u>(GCSE AoS 4 – Film Music)</u> Pupils learn about synchronising Music to Film – Links to Bristol through using Wallace and Gromitt clips (through Bristol Music Group) – pupils learn about Leitmotifs and using themes to represent character, place and event. Pupils use ICT to ‘score’ music to Harry Potter and W&G clips.</p>	Leitmotif, ‘mickey-mousing’, hit points, foley, underscore, theme and motif, synchronising music and on-screen action, composing using ICT.	End of topic performance / project folders (AfL)
6	Remix Academy	To be able to use an acapella vocal and remix it using Ableton. Pupils will use sampled sections of Uptown Funk and combine with a range of their own musical ideas manipulating musical elements to produce their own remix. (Link to GCSE Composition) .	Creating a remix from an acapella, music ICT, sequencing, layering, chords and key, structure and form.	End of topic performance / project folders (AfL)