

Subject	Year 9 Core Knowledge – Autumn/Spring/Summer term	How to support students' learning
Music	<p><b>Autumn Term</b></p> <p><b>Horror Soundtrack -</b></p> <ol style="list-style-type: none"> <li>1. Produce an extended horror score using creative devices and concepts for a movie trailer.</li> <li>2. Produce an effective horror score using simple devices and ideas for a movie trailer.</li> <li>3. Develop an understanding of how composers use elements and devices to create an effective film score.</li> <li>4. Develop and demonstrate composing leitmotifs and melodies linked to characters.</li> </ol> <p><b>Blues and Jazz Music -</b></p> <ol style="list-style-type: none"> <li>5. Perform a blues piece using a 12 bar blues chords in time.</li> <li>6. Perform and demonstrate using a walking bassline in time.</li> <li>7. Develop ideas using a melody or improvisation on the blues scale.</li> </ol> <p><b>Spring Term</b></p> <p><b>Britpop and the 90's -</b></p> <ol style="list-style-type: none"> <li>8. Develop instrumental skills and perform confidently in group performances.</li> <li>9. Understand and perform chord structures used in popular music styles.</li> <li>10. Describe song structure and other popular music devices.</li> <li>11. Confidently read a lead sheet or chord sheet in their performances.</li> <li>12. Compose stylistically using a Digital Audio Workstation - BandLab.</li> </ol> <p><b>Summer Term</b></p> <p><b>Musical Futures -</b></p> <ol style="list-style-type: none"> <li>13. Build on their previous knowledge and skills through performing and playing fluently and accurately.</li> <li>14. Perform chordal patterns on either keyboard or guitar following chord and tab charts.</li> </ol>	<ul style="list-style-type: none"> <li>• The following website has been used by Year 9 this year and will be continued into the summer term. Any work can be submitted to myself for feedback <a href="https://edu.bandlab.com/">https://edu.bandlab.com/</a></li> <li>• <b>Performing:</b> If your son/daughter is without an instrument, then a virtual instrument can be a good way of experimenting and following up with classwork: <a href="https://www.onlinepianist.com/virtual-piano">https://www.onlinepianist.com/virtual-piano</a> <a href="https://virtualpiano.net/">https://virtualpiano.net/</a> <a href="https://www.musicca.com/guitar">https://www.musicca.com/guitar</a> <a href="https://www.apronus.com/music/onlineguitar.htm">https://www.apronus.com/music/onlineguitar.htm</a> <a href="https://ukebuddy.com/ukulele-chords">https://ukebuddy.com/ukulele-chords</a></li> <li>• <b>Listening:</b> I would recommend creating a free account with <a href="http://www.spotify.com">www.spotify.com</a> or using YouTube for listening around the styles we will be studying throughout Year 9. The more students listen to the music we are studying, the more they will understand the techniques and elements used.</li> <li>• <a href="https://edu.bandlab.com/">https://edu.bandlab.com/</a></li> <li>• Login to your son/daughters account and have a listen to their compositions.</li> <li>• <a href="https://recursivearts.com/virtual-piano/#">https://recursivearts.com/virtual-piano/#</a></li> <li>• If you don't have an instrument at home, they can use this virtual piano to practise their parts in our Musical Future's lessons.</li> <li>• We offer instrumental lessons and a timetable of enrichment for all students. If you would like more information, please email <a href="mailto:s.glover@thepolesworthschool.com">s.glover@thepolesworthschool.com</a></li> </ul>

	<ol style="list-style-type: none"><li>15. Perform a more challenging role in class performances developing their musicianship skills and ensemble awareness.</li><li>16. Use instrumental loops to create their own Indie Rock inspired instrumental composition on Bandlab.</li><li>17. Create a well-structured Indie rock style instrumental composition on Bandlab.</li><li>18. Create a well refined and extended Indie rock style instrumental composition on Bandlab including use of effects, track automation and/or panning.</li></ol>	
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