



# Marshalls Park Academy - Curriculum Overview



Subject: Music

Year Group: 9

They will develop a critical engagement with music which follows the 3 main strands of GCSE Music

- Compose creatively and with assured confidence of notation and harmony
- Listen with discrimination to a range of musical genres, artists and key fundamentals
- Perform with confidence and musicality.

The curriculum promotes tolerance and understanding of other cultures reflecting the broad cultures from within the school. By incorporating music from many parts of the world, looking at both western and non-western cultures and approaches towards music. Freedom of expression will be a regular feature in listening work as we distinguish between opinion and fact when discussing different music. Encouraging students to support their differing opinions with factual and contextually relevant references. The discussions surrounding music from different cultures allows student to challenge the use of stereotypical cultural references and discuss how it can lead to discrimination.

| TERM 1  | TERM 2   | TERM 3   |
|---|--|--|
| <p style="text-align: center;"><b>Film Music</b></p> <p>How Music is used within films to create moods and accompany scenes.<br/>Students to work on a film clip composing Music for it</p> <ul style="list-style-type: none"> <li>• More advanced use of DAW</li> <li>• Introduces composing to a brief – requirement at GCSE</li> <li>• Encourages students to begin thinking more carefully about note placement etc, now they learnt the basics of composition in year 7 and 8. Working on the idea that in film music every note and nuance has a specific reason for it. British values of class are mentioned in Titanic as well as discussing the fact it's a British Film and Music written by a British composer</li> </ul> <p style="text-align: center;"><b>Notation / Solo Performance</b></p> <p>Understanding how songs and pieces are constructed</p> <ul style="list-style-type: none"> <li>• To develop solo performance skills</li> <li>• Students look at how lyrics are structured to fit within a song to form a melody and in particular a striking / memorable chorus</li> <li>• Word painting and using the Music / melodic line to enhance the meaning behind the lyrics</li> </ul> | <p style="text-align: center;"><b>Band Skills</b></p> <p>Working as an ensemble to produce a performance of a song of their choice<br/>Beginning to put into practise skills learned across KS3. Music includes the use of Ukulele reading from TAB</p> <ul style="list-style-type: none"> <li>• This topic uses students voices with students working together as an ensemble</li> <li>• this topic will help students to understand music better and the way to refer to it, developing performance skills and confidence.</li> <li>• The enquiry will allow the students to embed knowledge from across KS3</li> <li>• Students will also look at pieces of music from different genres as well as some popular pieces by female musicians.</li> </ul> <p>Looks at and develops skills needed for ensemble at GCSE</p> <p style="text-align: center;"><b>Coding</b></p> <p>Students learn elements of python code to compose a piece of Music</p> <ul style="list-style-type: none"> <li>• Joint unit with Computing so that by end of KS3 students can use simple commands in computer coding</li> <li>• Using software to develop a piece of music using python code</li> </ul> | <p style="text-align: center;"><b>Musical Theatre</b></p> <p>Discover the genre of Musical theatre, how it is used and how it is constructed within Music and Drama</p> <ul style="list-style-type: none"> <li>• Understand how Musical Theatre is used to get across issues</li> <li>• An area of interest / in modern music culture</li> <li>• Explores different genres In preparation for GCSE</li> <li>• Encourages students to explore their own believes and views</li> <li>• Links with Drama)</li> <li>•</li> </ul> |



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| <ul style="list-style-type: none"> <li>Using the knowledge from Chord Sequences studied in year 8 to construct a fitting chord sequence to enhance the lyrics</li> <li>Expanding on Rap in year 7 and Chords in year 8</li> <li>Solo performance is studied at GCSE</li> <li>Cultural capital with students voicing their opinions in songs and listening to Music that has meaning and British values explored</li> </ul> | <ul style="list-style-type: none"> <li>An area of interest / in modern music culture</li> <li>Explores different genres In preparation for GCSE</li> <li>Encourages students to explore their own believes and views</li> </ul> |  |
| <p style="text-align: center;">KEY ASSESSMENTS</p> <p>HALF TERM 1<br/>Why Music is used in film.<br/>To be able to compose with increased awareness</p> <p>HALF TERM 2<br/>Performance Skills</p>  | <p style="text-align: center;">KEY ASSESSMENTS</p> <p>HALF TERM 3<br/>Working as an ensemble to produce a performance.</p> <p>HALF TERM 4<br/>Understand simple commands in python to put into practise</p>                     | <p style="text-align: center;">KEY ASSESSMENTS</p> <p>HALF TERM 5<br/>Understanding of the concepts of Musical Theatre</p> |
| <p>Homework is set on a fortnightly basis and focuses on developing students listening skills.<br/>In addition year 9 have a dedicated Music Theory lesson once a fortnight following the Rock School Debut syllabus.</p>  |   |  |