Intent	Year 9

The Performing Arts department aims to deliver outstanding lessons that promote confidence, creativity, teamwork, and communication skills. We pride ourselves on promoting the school's ethos of 'believe and achieve' and aim to develop pupils' resilience. As well as focusing on these key life skills, pupils will also develop specialised skills within each discipline of: dance, drama, and music. These skills are mastered through a personalised learning approach for all pupils and a number of performance opportunities the department has to offer.

The Music department aims to deliver a curriculum that enables pupils to experience a wide range of styles of music, and their links to Culture. Pupils can develop their keyboard skills leading to better application of Music technology and production skills. Pupils are encouraged to attend Music clubs to extend their learning outside the classroom, and those interested in learning an instrument can be facilitated with additional music lessons on their chosen instrument. This is encouraged to enable students to access more easily Key Stage 4 music courses, additional music qualifications and post-16 courses in Music and the Performing arts.

Term 1 and Term 2 Topic/Theme/Enquiry		**Genres of music (romantic piano music)**

Big Picture
What are the main ideas and big questions in this topic?

This unit explores different music genres with a particular focus on romantic piano music and it's place in time and culture. Pupils will explore this genre and record and perform their own version of a song.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Pupils will develop a number of key music skills:

- Understanding different genres of music, including romantic era classical music and its cultural and musical impact
- Performing a piece of romantic piano music
- Technical understanding of a romantic piano piece
- Keyboard skills
- Note reading and theory skills

Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	**Pitch Up** *How will we challenge ourselves?*
Pupils will have developed keyboard skills during year 7 and 8 and they will need to implement them within this unit. Pupils also will have developed an understanding of listening and theory skills, which they will need to use to be able to record their music.	Pupils will be guided and supported to play a piano piece with two hands working together. Pupils will be encouraged to perform in front of others on the piano Pupils will be supported to use chord structure to write their own piece of romantic piano music. Pupils will understand how romantic era piano music has influenced some of the greatest songwriters of the 20th century.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
Pupils will expand on these skills in BTEC music practice, pupils will need to be able to read and follow music notation, as well as playing harmony parts with two hands together.	Pupils will explore how romantic era music and 19th century piano music originated and how music has evolved over time. They will learn to appreciate the history of music and how it has developed into the wider context of what we understand music to be in today's society.
Authentic connections *How does this topic connect to real life, careers, other subjects and important values?*	

Music

Through understanding and exploring different cultures and context of where music originated, these schemes of learning allow pupils to broaden their minds. Pupils are encouraged to understand and appreciate the perspective of others through the medium of music.
The music curriculum plays a significant role in supporting social, emotional, and mental health (SEMH) by giving students a powerful outlet for expressing feelings and managing emotions. Creating, performing, and listening to music can help reduce stress, boost mood, and build self-esteem. Working together in ensembles or bands fosters a sense of belonging, teamwork, and empathy, while developing discipline and focus. Music offers students a safe space to explore their identity and connect with others, making it a valuable tool for enhancing well-being and resilience both in school and beyond.
The music curriculum provides a strong pathway into careers within the music and creative industries, including roles such as performer, composer, music producer, sound engineer, teacher, or music therapist. Beyond these specific careers, studying music develops valuable skills like discipline, creativity, teamwork, communication, and problem-solving, which are highly sought after in many professions. Whether students choose to work in the arts, education, media, technology, or business, the confidence, focus, and collaborative skills gained through music prepare them for success in a wide range of career paths.

	Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
	https://www.youtube.com/watch?v=cNI0MOe122E&list=RDcNI0MOe122E&start_radio=1 https://www.youtube.com/watch?v=OE5qsUx_8C0 https://www.youtube.com/watch?v=IVpuTD-2SEo&list=RDIVpuTD-2SEo&start_radio=1 https://www.youtube.com/watch?v=KpOtuoHL45Y&list=RDKpOtuoHL45Y&start_radio=1	Assessment music project on blues music and blues music composition (20 marks) Assessment test on theory and listening (30 marks)

Term 3 and 4 Topic/Theme/Enquiry	**Film music**
Big Picture *What are the main ideas and big questions in this topic?*	

Pupils will have an understanding of music production skills from year 8 and will need to use these production skills to be able to edit and compose different beats and rhythms for the films.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Pupils will use these key skills in BTEC music practice. Pupils will use the following skills in component 1 and component 2:

- Developing greater rhythmic ability
- Reading and following musical notation
- Learning harmony parts playing with two hands together
- Learning chord structure
- Experimenting with sound
- Sequencing and producing tracks

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Pupils will have an understanding of music production skills from year 8 and will need to use these production skills to be able to edit and compose different beats and rhythms for the films.

Pitch Up
How will we challenge ourselves?

Pupils will explore film music and learn about the melodic techniques that are used to create film music particularly to the genre of horror film music. Pupils will learn how film music has developed through time and place to change the way film music is made, and also how films have had an impact on culture globally.

Wider Framework
How does this learning connect to future topics and bigger goals?

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Pupils will use these key skills in BTEC music practice. Pupils will use the following skills in component 1 and component 2.	Pupils will explore how film music originated and how music has evolved over time. They will learn to appreciate the history of film music and how it has developed into the wider context of what we understand music and film to be in today's society.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Through understanding and exploring different cultures and context of where music originated, these schemes of learning allow pupils to broaden their minds. Pupils are encouraged to understand and appreciate the perspective of others through the medium of music.

The music curriculum plays a significant role in supporting social, emotional, and mental health (SEMH) by giving students a powerful outlet for expressing feelings and managing emotions. Creating, performing, and listening to music can help reduce stress, boost mood, and build self-esteem. Working together in ensembles or bands fosters a sense of belonging, teamwork, and empathy, while developing discipline and focus. Music offers students a safe space to explore their identity and connect with others, making it a valuable tool for enhancing well-being and resilience both in school and beyond.

The music curriculum provides a strong pathway into careers within the music and creative industries, including roles such as performer, composer, music producer, sound engineer, teacher, or music therapist. Beyond these specific careers, studying music develops valuable skills like discipline, creativity, teamwork, communication, and problem-solving, which are highly sought after in many professions. Whether students choose to work in the arts, education, media, technology, or business, the confidence, focus, and collaborative skills gained through music prepare them for success in a wide range of career paths.

Resources *What books, websites, videos and materials will support our learning?*	**Resources** *What books, websites, videos and materials will support our learning?*
https://www.youtube.com/watch?v=2l91DJZKRxs https://www.youtube.com/watch?v=CMbI7DmLCNI https://www.youtube.com/watch?v=lNMIlubmwOQ&list=PLthCP1mCyc95l66_ZLCqv8DCjAFODW8B1	Assessment music project on blues music and blues music composition (20 marks) Assessment test on theory and listening (30 marks)

Term 5 and 6 Topic/Theme/Enquiry		**Creating a cover version of a song.**

	Big Picture *What are the main ideas and big questions in this topic?*

Pupils will need to create a cover version of a song if they select BTEC music practice; they will need to adopt the key skills they have developed in this unit.

	Zoom In *What knowledge, skills and key vocabulary will we learn step by step?*

Pupils will develop a number of key music skills:

- Understanding of creating a cover version
- Keyboard skills
- The use of chords
- Creating a piece of Media music
- Music production skills
- Composition skills
- Adding dialogue/spoken word to media music
- Using knowledge of genres to produce a cover version in a different style

	Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*		**Pitch Up** *How will we challenge ourselves?*
Over year 7 and 8, pupils will have been composing small pieces of music. These key skills, along with the musical production skills, will be developed further in this unit.		Some pupils will: Record a cover song with multiple instrumental parts Show extended production skills Show the ability to mix and master tracks	

	Play and record both digital and audio instruments Sing and record their vocals Express their musicality when producing a finished musical product.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Wider Framework** *How does this learning connect to future topics and bigger goals?*
Pupils will need to create a cover version of a song if they select BTEC music practice; they will need to adopt the key skills they have developed in this unit.	Pupils will develop the ability to use their skills developed independently and artistically, making decisions that affect the final outcome of the musical product. Pupils will use their knowledge to make informed creative decisions.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Through understanding and exploring different cultures and context of where music originated, these schemes of learning allow pupils to broaden their minds. Pupils are encouraged to understand and appreciate the perspective of others through the medium of music.
The music curriculum plays a significant role in supporting social, emotional, and mental health (SEMH) by giving students a powerful outlet for expressing feelings and managing emotions. Creating, performing, and listening to music can help reduce stress, boost mood, and build self-esteem. Working together in ensembles or bands fosters a sense of belonging, teamwork, and empathy, while developing discipline and focus. Music offers students a safe space to explore their identity and connect with others, making it a valuable tool for enhancing well-being and resilience both in school and beyond.
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https://www.youtube.com/watch?v=cgbOxi7xQsg https://www.youtube.com/watch?v=69bid4gUOHQ&list=PLquwxGcgozvQEj8CdPvq87e1hYT--mWK1 https://www.youtube.com/watch?v=5pidokakU4I	Assessment music project on blues music and blues music composition (20 marks) Assessment test on theory and listening (30 marks)