



OVERVIEW

In Year 9, the curriculum content includes more complex concepts such as harmony and texture. Students will be encouraged to choose an instrument on which they will hone their performance skills, to enable them to reach GCSE standard by the options process. Year 9 will work on their leadership and direction during the final year building on their independent, individual performance technique.

Aut

What Makes a Good Song?

- Development of the 'pop' song since 1950
- Hound Dog, Twist and Shout, Blowin in the wind, Britpop - Don't look back in anger, Bittersweet Symphony.
- Inversions. Articulation; legato and staccato.
- Sharps and flats.
- Performance on keys/guit/uke

Assessment:

- Performance one of chosen test pieces

Spr

EDM – How do I create an absolute banger?

- Develop understanding of development of Electronic dance music including landmark technology – synthesizers (Moog), drum machines (TR808, TR909), samplers (links to early hiphop) MIDI, DAW, digital distribution, social media.
- Develop understanding of more complex features of soundtrap – automation, use of effects, filters, using audio creatively – Andrew Huang composition (found sound composition)
- Develop knowledge of structure of EDM tracks

Assessment:

- Create an 'Andrew Huang' found sound short composition on soundtrap.
- Create an EDM track on soundtrap that includes chords with inversions, melodic hook, and developed chords.

Sum

Terminal Creative Task – Live Lounge

- Students select own piece from 6 options and create their own unique arrangement of their chosen piece that should include a riff, bass line or melody and chords as a minimum.
- Listening focus on unique versions of songs to prompt ideas to consider and incorporate. Understand extended chords 7ths, 9ths, sus chords and their impact.
- Revisit and consolidate knowledge of dynamics, texture, timbre, structure, arpeggio, sustained, legato, staccato, pitch, melody, riff. Suggested pieces - 'We found love', 'Bad Romance' 'Fur Elise' 'Believer' 'Beat it'.
- Students can choose to make 'remix' of chosen track on soundtrap if they prefer to follow a tech pathway.

Assessment:

- Recording of unique musical intro.
- Recording of the rest of chosen song.

Useful resources for supporting your child at home:

[KS3 Music - BBC Bitesize](#)

[Yr 9 SCA Knowledge Organiser Booklet](#)

[Soundtrap.com](#)

[Chrome Music Lab \(chromeexperiments.com\)](#)

Homework:

Weekly practice on Instruments.

Please see ASPIRE timetable for music clubs and practice sessions