

Curriculum Information Bramcote College

Year Group: 9

Subject: Music

Objectives/purpose	<p>Music in Y9 is one of the five 'Elective' or 'Pre-GCSE' creative subjects students can choose. Regardless of whether students take music in Year 10 & 11, the personal skills that the study of music engenders will stand students in good stead for the rest of their lives. The curriculum is designed to foster students' love of performing music either on their own or in groups, and helps them develop their critical thinking skills. Students receive twice the time in music as in Year 7 & 8.</p>
Autumn Term	<p>REGGAE (10 lessons) Students explore a genre of music originating from a different time and place. Through detailed listening and discussion work (aural analysis), students are encouraged to think critically and analyse the characteristics of the genre and the socio/political/religious contexts out of which it emerged. Students are assessed through a written test.</p> <p>KEYBOARD SKILLS 3 (5 lessons) By now it is expected that students will have developed significant keyboard skills, however, the principle that before students can be expected to perform or compose in a certain style, it is imperative that they develop a solid technical proficiency on the instrument they are to be using still applies. Students build on prior learning in this intensive project on skill acquisition by learning to play short pieces of music on the keyboard. This project involves a lot of self-directed learning – students progress through book two containing short pieces that get progressively more complex and require a building skill base. These skills range from playing melodies with the correct fingers of the right hand, to self accompanying with chords in the left hand, to calculating the most efficient way of navigating three or four note chord progressions by employing different inversions. Those students who take piano or keyboard lessons out of school are expected to bring in their music and take the opportunity to progress further. This project is assessed through a minimum of 3 solo performances.</p>
Spring Term	<p>RAGTIME (8 lessons) Again we study the music from a different time and place, but this time predominantly through the practical application of the characteristic techniques of the genre. This project is assessed either through a solo or duet performance of a piece of ragtime music on keyboard, or through a composition in the style of ragtime music.</p>
Summer Term	<p>PEACE AND CONFLICT (13 lessons) Students are to immerse themselves in a genre of music of their choice and an artist who has particularly influenced them. By the end of the year the class is to put on a performance to a given brief: Peace and Conflict. Each student needs to contribute one or two pieces to perform in this showcase that is thematically linked to the brief. Throughout the project, students will consider what makes an effective rehearsal and a safe working environment.</p>

	As this is a bridging unit towards kS4 music, it will be assessed in a similar manner: through a portfolio of evidence.
How is progress measured?	Progress is asses by way of either solo or group performances of music either provided or of their own compositions. Progress is measured by the increased effectiveness of communication using music specific technical vocabulary, the increasing mastering of instrument specific techniques and their compositional maturity.
How is the subject externally examined? (KS4 and KS5)	N/A
Extending Learning at home	Students are able to sign up for specialist 1:1 tuition on any one instrument of their choice. For students on free school meals, holding NHS exemption certificates, or in receipt of working tax credits, lessons are free. For those who are not, there is a fee for this tuition. Please contact your music teacher for more information.
Support Available	<p>Differentiation is core to what we do in music. We recognise that there are many significant challenges in terms of physical dexterity and cognition that may need to be overcome. Clearly, the work is structured so that a careful balance between challenge and achievement can be reached.</p> <p>Furthermore, we are acutely aware that some student have had the significant advantage of specialist instrumental tuition. Throughout all the projects there is significant scope for acceleration and the acquisition of additional skill.</p>
Useful web addresses and book resources/revision guides	

Date reviewed: