

## Music – Year Group Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
<b>Year 9</b>	<b>Performing Skills Reggae</b>	<b>Performing Skills Film Music</b>	<b>Performing Skills Dance Music</b>	<b>Performing Skills Dance Music</b>	<b>Performing Skills DJ Techniques</b>	<b>Performing Skills Band Skills – live Lounge</b>	<b>Careers</b>
	<p>'Three Little Birds'. Musical Notations (chords, tab, drum). Chord sequences – C F G. Developed chord structures – A D E. Rhythmical patterns – off beat and syncopated rhythms. Duration – note values. Riffs and Hook – tablature notation. Reggae Mash up – Combining sections of Reggae songs (Three Little Birds, No Woman No Cry, Stir it Up, Jammin'). Extensions task VIP drum rhythm, riff, chords.</p>	<p>Music Elements. Musical notations (graphic score, stave notation – treble and bass clefs, chords). Performance pieces using leitmotifs: Batman theme. Indian Jones theme. Harry Potter theme. Star Wars theme. Darth Vader theme.</p>	<p>Avicii Levels. Faded Alan Walker. Swedish House Mafia. Bounce Calvin Harris. Exploration of chord sequences, Riffs, Bass Lines from a range of dance music pieces.</p>		<p>Recap: 1). Level mixing. 2). FX – Filtering. 3). Playing tracks at the same time. Using the example tracks. (TS7 – Baby and Preditah ft. Jorja Smith - On My Mind). Cue and mix tracks. Use of looping and EQ. Performance of DJ sets.</p>	<p>Planning a music festival. Bank skills – use a current song or song choice from previous topics.</p>	<p>Throughout the Music curriculum students develop skills and techniques through the role of the performer and composer, explore a range of musical styles and genres developing confidence, which they can apply in the future to any chosen career. There are many opportunities to focus in on different roles within the music industry and explore how students may pursue a future career in the Arts. In Y9, this is embedded through all schemes of learning with extended opportunities supported through our business partners at Leeds Grand Theatre and Wakefield Theatre Royal.</p> <p>When looking into term 3- 4 the introduction to music sequencing. Pupils will need to understand how to input drum patterns and to create melodies and bass lines, understanding pitch. This ties into Dance</p>
	<b>Composing/Arranging Skills Reggae</b>	<b>Composing/Arranging Skills Film Music</b>	<b>Composing/Arranging Skills Dance Music</b>	<b>Composing/Arranging Skills Dance Music</b>	<b>Composing/Arranging Skills DJ Techniques</b>	<b>Composing/Arranging Skills Band Skills – live Lounge</b>	
<p>Arranging skills. Structures. Textures. Ternary form. Musical arrangement (sections of Reggae songs for group performance). Extension performance task – One Love as a group piece or Rude as a class/group task.</p>	<p>Exploring Soundtracks – movie clip/video game composition. Compose Music for James Bond – No Time to Die Trailer. Using Cubase to input video to compose to.</p>	<p>Dance Music Composition. Compose: A chord sequence. Bass Line. Riff. Arrange with samples. Structure and arrange a dance music composition.</p>		<p>Selection of tracks to create mix. Use tracks of different BMP. Introduce more tracks to the mix – cue, cross fade, looping, EQ.</p>	<p>Arranging skills. Structures in songs. Altering strumming patterns - different sections of song. Rhythmical patterns. DJ ensemble – create a DJ set, using own material or material from previous units.</p>		

Key Vocabulary Reggae	Key Vocabulary Film Music	Key Vocabulary Dance Music	Key Vocabulary Dance Music	Key Vocabulary DJ Techniques	Key Vocabulary Band Skills – live Lounge	
Genre. Pulse. Duration. Syncopation. Structures. Textures. Chord. Tablature notation. Ternary form. Musical arrangements.	Leitmotif Theme. Variation Rhythm Duration. Tempo Texture. Dynamics Timbre. Tonality Sequence. Melody. Ostinato Dischords. Pedal Notes. Timbre Silence/Dynamics. Diminution. Melody, riff, bass notes. Treble clef notation.	Intro. Verse. Chorus. Middle 8. Instrumental. Build Up. Drop. Coda/outro. Melody. Chord sequence – major minor 7 <sup>th</sup> chords. Riff. Duration. Dynamics changes (applicable to songs covered). Tonality – key, chord progression.		BPM. Beat matching. Tempo. Faders. Cross fade. Verse. Chorus. Cue. Trigger points. Cueing. Phrasing. Looping. FX. DJ Set.	Ensemble. Production. Festival. Musical elements. Accuracy. Stage presence. Musical interaction. Following an accompaniment. Learning repertoire.	<p>Music SOW as they will be creating their own compositions. This will give pupils an insight into how their some of their favourite songs are created.</p> <p><a href="#">Make patterns with pitch   Learning Music (Beta) (ableton.com)</a></p> <p>In term 5, we look at DJ skills and techniques. We will look at how to be a successful DJ as a career looking into what makes a good mix.</p> <p><a href="#">Tiësto's Story - How Tiësto Became a successful DJ ! - YouTube</a></p> <p><a href="#">Turning into a superstar DJ/Producer   Julian Jordan   TEDxYouth@HNLBilthoven - YouTube</a></p> <p><a href="#">Superstar DJ Tiësto tells the secret behind his global success - YouTube</a></p> <p>In term 6 when we look into practicing for a performance, pupils will learn the role of a musician, preparing for a performance as a performer. Using the skills, techniques and creativity to put on a performance.</p> <p><a href="#">Headlining Reading &amp; Leeds Festival with STORMZY - YouTube</a></p>