

Music Year 9	Curriculum Intent: The UCC KS3 Music curriculum strives to provide our students with a wide variety of topics and skills from popular and traditional genres. We seek to create students who will develop and maintain a lifelong love of music and who can appreciate the huge importance it has in all of our lives. In the Autumn term topics studied include Riffs and Hooks, handling music ICT software, including Studio One4. In the Spring term students have the opportunity to complete a personal study/composition project in a genre of their own choice. In the Summer term students learn about music from the past and how to use Medieval Composition Techniques complimented with Sibelius software.								
	Term 1			Term 2			Term 3		
Main Topic	PPK's Resurrection			Personal Study Project			Medieval Composition		
Knowledge	<ul style="list-style-type: none"> Song structure and superscript To be able to play the riffs in PPK's <i>Resurrection</i> Using MCT importing, recording & arranging Recognising the named parts of the drum kit 			<ul style="list-style-type: none"> Begin to appreciate solo artists of the 21st century and recognise the stylistic features of the genre To recognise the <i>mixed</i> genres, using 'rap' within pop to give the piece contrast and popular appeal To recognise the trick of the 4-chord pattern used in many pop songs To recognise the typical rock band set-up: Vocals, Bass Guitar, Electric Guitar and Kit 			<ul style="list-style-type: none"> Composition techniques in the Medieval Style piece using a given brief - Melody Line - Lyrics - Cut-Down Melody - Decorated Melody - Percussion use - Drone - Counter melody - Modes 		
Understanding	<ul style="list-style-type: none"> Being able to demonstrate practical recognition of Bass, Melodic, Chordal and Rhythmic Riffs Apply a rhythm accompaniment to PPK's <i>Resurrection</i> 			<ul style="list-style-type: none"> To be able to work independently or in an agreed group with your own choice of song to sing or play To recognise the use of a mix of male and female vocals to give the piece contrast and popular appeal and apply it to own work 			<ul style="list-style-type: none"> Contextual understanding of early music and early dance music intended for a time, place and purpose To be able to enter/edit the melody notes of the <u>Song of the Donkey</u> and apply at least ONE of the compositional devices per lesson listed on the Jobs List (task sheet) 		
Interleaved Skills M = Main S = Supporting	Performing M	Composing M	Listening & Appraising S	Performing M	Composing S	Listening & Appraising S	Performing S	Composing M	Listening & Appraising S
Assessment	<ul style="list-style-type: none"> Performance Music ICT –StudioOne4 / Ableton Arrangement 			<ul style="list-style-type: none"> Performance Aural Perception Musical Knowledge 			<ul style="list-style-type: none"> Performance Composition Music ICT - Sibelius 		