

Our Lady Queen of Peace

Catholic Engineering College

Curriculum Overview

Year 9 Music

Singing

Listening

Composing

Performing

Careers

Local Market Information	Skills	Jobs
<p>Liverpool & North West:</p> <p>Vibrant music & performing arts scene. Several major recording studios, media companies (Salford), major broadcasters (BBC, Cable channels), musical instrument manufacturers (Willis' Organ Builders, Wells, Organ builders). Numerous large and smaller scale concert venues, theatres. Opportunities for arts management, music performance, production. Several major orchestras, smaller ensembles, many choirs in a range of repertoire, standards. Thriving church music</p>	<p>Directly:</p> <p>Music, practical, theory, technology, performance</p> <p>Generic:</p> <p>Confidence Team work Self esteem and self actualisation Leadership Creativity</p>	<p>Singers Song writers Performers Production Management Education Therapy Construction Music Technology Arrangement Broadcasting DJ, radio and other media Music legal Sacred music</p>

Knowledge & Understanding

Subject Specific Literacy Development

Cultural Capital / Enrichment Opportunities

	Topics (Bigger Picture)	Knowledge (Key Concepts)	Recall & Retrieval Practice Focus	Key Vocabulary	
Half Term 1 & 2	<p>Film Music <i>Sister Act 2</i></p> <p>Christmas Music</p>	<ul style="list-style-type: none"> Homophonic / Polyphonic harmony Accurate pitching SATB harmony 	<p>2 part harmony Breathwork</p>	<p>Textures:</p> <ul style="list-style-type: none"> Monophonic, Homophonic, Polyphonic <p>Elements:</p>	<p>Performance: Visit a school show and speak with a performer/artist</p>

	Knowledge & Understanding			Subject Specific Literacy Development	Cultural Capital / Enrichment Opportunities
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	<i>Silent Night</i> <i>All I Want for Christmas</i> <i>Let it Snow</i>	<ul style="list-style-type: none"> Dynamic contrast 		<ul style="list-style-type: none"> Tempo, Pitch, Dynamics Misc: <ul style="list-style-type: none"> Syncopation, Gospel, Technique 	Have a music theatre company visit the school, lead a performance and have the opportunity for q&a regarding career opportunities
Half Term 3 & 4	Musical Periods through time	Styles of different musical periods: <ul style="list-style-type: none"> Medieval Renaissance Baroque Classical Romantic 20th Century Musical Elements: <ul style="list-style-type: none"> Texture, Pitch, Harmony, Dynamics <ul style="list-style-type: none"> Individual composition either the Medieval or 20th Century era. 		Musical Periods: <ul style="list-style-type: none"> Medieval Renaissance Baroque Classical Romantic 20th Century Tonality: <ul style="list-style-type: none"> Modal Major Minor Atonal Pentatonic Texture: <ul style="list-style-type: none"> Monophonic Homophonic Polyphonic 	Invite drummers into school and lead a Q&A regarding career opportunities Arrange possible concert trips depending on availability and arrange to speak with the artists
Half Term 5 & 6	Pop Music <i>Rock n Roll</i> <i>The Beatles</i> <i>Queen – Don't Stop</i> <i>Me Now</i>	Understanding and recognition of: <ul style="list-style-type: none"> Tempo Texture 		Tempo Texture Chords Characteristics	Visit an orchestral rehearsal Speak with musicians Invite musicians from the

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		<ul style="list-style-type: none"> • Chords • Style • Meter 		Structure: <ul style="list-style-type: none"> • Song form • Verse Chorus • Middle eight • Intro • Outro • Instrumental 	Phil into school to meet pupils Invite peripatetic staff to give open rehearsals and arrange Q&A

Key Assessments			
When	What will be assessed?	Why is this being assessed?	How will results be stored & students receive feedback?
Mid Year Exam	Written Exam Music Notation	Consolidate learning	Teacher marked and data stored on SIMS
End of Year Exam	<u>Listening Assessment</u> Identification of musical periods, tempo, instruments, style etc	Check learning	Teacher marked and data stored on SIMS