



The Fisher Way: Curriculum



The Fisher Way aims to educate and inspire with joy, faith and love because we are an inclusive Catholic community.

Successful and resilient learners who aspire to and achieve excellence

Confident individuals who can explore and communicate effectively

Responsible citizens who are active, loving and wise in all their endeavours

Subject	Music
Year Group	Year 9
Intent	<p>Successful and resilient learners: Learners will engage in a number of styles and genres which all pose their own individual challenges and will need determination and commitment to complete the work with success.</p> <p>Confident individuals: Learners will demonstrate a number of different approaches to practical, composition and theoretical work and will develop confidence through a variety of Performances and Self-Evaluation,</p>

	Responsible citizens: Students will understand the impact that their studied music has had on society and culture, and understand the impact this has had on their own learning and their responsibility to the music world and industry.					
Narrative	<p>How are they going to be different when they finish the year? Learner will have taken most of the key aspects of Music Theory from KS3 and taken them to the next level of understanding so that they not only understand the concept, but can now identify them aurally in listening work. And a number of the key feature will be expanded to include more complex theory equivalent to ABRSM grade 5 exam work also.</p> <p>How does this link to what they have done before? Melody and Harmony are expanded to include more complex chords (such as Dom 7th and Dim 7th) and the different types of diatonic and non-diatonic scales, as well as building on instrumental details and instrument specific techniques. Detailed compositional devices are introduce to build upon the composition KS work that is covered.</p> <p>How does this set them up for the years to come? All of this work is setting learners up ready for Set Work analysis and Areas of Study work in Y10 and Y11.. Specific Music theory will be needed in Composition coursework which will begin in Y10 and continue through to Y11.</p>					
Half term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge (topics studied)	Initial composition exercises Rhythm and Metre Texture and Melody	Rhythm and Metre (completed) Texture and Melody (completed)	Harmony and Tonality timbre and dynamics	Harmony and Tonality (completed) Timbre and Dynamics (completed)	Melodic Shapes and Development Structure and Form Mock Exam work	Melodic Shapes and Development (completed) Composition Prep Theory consolidation Vocab

Key skills	<p>Extension of rhythms knowledge to cover more complicated concepts - Note values and more notes, Time Signatures, Compound and Simple Time, syncopation, triplets, Free time, hemiola, Cross rhythms, irregular metre. Melodic and Textural aspects explored and developed to include melodic shapes, melodic devices, textures including Homophony, Polyphony, Contrapuntal, Single Line, Antiphony, and Heterophony.</p>	<p>Extension of Knowledge of the existing chord knowledge of triads, to more complicated 4-note chords such as Dominant 7th and Diminished 7th and use of Cadences. The grows to an understanding of Tonality and keys through the use of different scales - major, minor, chromatic, pentatonic and whole tone as well as the circle of fifths and key signatures.</p>	<p>Key structures include Ternary ABA, Binary AB, Rondo ABACA, Sonata Form, Scherzo and Trio and the Concerto.</p>	<p>Composition exercises utilise all of the key aspects covered here. No longer are students to simply COMPOSE aurally, but music not composed with an awareness of Key and Tonality, Melody awareness and use of chords and the harmony they use and create as well as composing in a set structure and showing awareness of instruments knowledge.</p>
Cultural capital	<p>Cultural understanding of techniques and their context within music and different styles and different cultures. These theory aspects form the basis of future musical analysis, composition and allows for performances to be more accurate, contextually accurate and allows for own interpretation.</p>		<p>Structures relate to music students could be currently playing or listening to at concerts etc. Cultural understanding of techniques and their context within music and different styles and different cultures. These theory aspects form</p>	<p>Students begin to develop the key skills not as individual skills but holistically to create music - allowing them to develop their creativity and exploration - key skills for the future.</p>

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Assessment	End of Topic test – Rhythm and Metre Mock Solo Performance	End of Topic Test – Texture and Melody	End of Topic Test – Harmony and Tonality	End of Topic Test – Timbre and Dynamics	End of Topic test = Structure and Form Y9 Mock exam Mock Solo Performance	End of Topic Test – Melodic shapes and Development.