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	**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, with a deeper musical knowledge explored. **Confident individuals:** Learners will demonstrate a number of different approached to practical, composition and theoretical work and will develop confidence through a variety of Performances and Self-Evalution,

	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	***How are they going to be different when they finish the year?*** Learners will have developed a deeper understanding of notations including Bass Clef and have a better working knowledge of Music technology and sequencing software. Performances will be more difficult and require further practice especially in the consolidation topic. A wider variety of different cultural styles will be covered and the specific attributes of each of these - in particular improvisation – culminating the performance of Blues ***How does this link to what they have done before?*** Learners will develop a deeper understanding of notation and music theory as they will move onto harmony and the creation of Major/Minor chords. Layering of sound and the composition of music that has more than one layer will feature prominently and the introduction of improvisation will feature in a number of topics. All these key attributes will culminate in a final piece of work where they will perform a piece of blues music which combines skill from throughout KS3. ***How does this set them up for the years to come?*** All of these key skills are based on the key skills needed for GCSE and A-Level work – these are the foundations being laid down in KS3. Every feature listed below will be covered again in Y9 and Y10 of GCSE.					
Half term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge (topics studied)	Samba Drumming ***** KEYBOARD SKILLS WILL BE COVERED HERE IF NOT COVERED IN Y7 INSTEAD OF SAMBA DRUMMING (see Y7 Curric) *****	All About the Bass	Reggae	Dance Tracks	Theme and Variation	Blues Music (Culmination Topic)

Key skills	DEVELOPING FURTHER RHYTHM ASPECTS including, Syncopation, On and off beat, accents, cross-rhythms, layers of rhythms, staggered entries, rhythms ostinato, polyrhythms, call and response. SET STRUCTURE to which the performance need to fall into with Groove sections and free sections. SOME COMPOSITION if relevant of own rhythms for student lead call and response section. FULL CLASS PERFORMANCE. LISTENING and ANALYSIS and music using the MUSICAL ELEMENTS- timbre, pitch, texture, dynamics, tempo, melody,	DEVELOPING FURTHER NOTATION KNOWLEDGE by introducing the Bass Clef and reading for Bass instruments that use that clef. Learners will complete LISTENING excepts based on Bass Music and Bass Instruments using the MUSICAL ELEMENTS- timbre, pitch, texture, dynamics, tempo, melody, rhythm, structure, silence. They will then complete a PERFORMANCE of a Bassline after learning about three different types of bassline – Alberti Bass, Walking Bass and Riff.	DEVEOPING and PUTTING TOGETHER the skills of reading BASS CLEF and TREBLE CLEF for bassline and melodic ideas, as well as chords and with possible drum track if needed – learners will be creating a performance of a pop song/cultural song and creating a full performance using these skills. LISTENING excepts based on music that uses all these ingredients whilst using the the MUSICAL ELEMENTS- timbre, pitch, texture, dynamics, tempo, melody, rhythm, structure, silence. They will then complete a PERFORMANCE of their piece.	DEVELOPING A FUTHER UNDERSTANDING OF MUSIC TECHNOLOGY using BANDLAB software utilising the different music features covering Yr8 and Y9 so far – chord sequences, bassline and melodic writing. Whilst learning to create a drum pattern using an online drum machine/sequencer. LISTENING and ANALYSIS of Dance Music using the MUSICAL ELEMENTS- timbre, pitch, texture, dynamics, tempo, melody, rhythm, structure, silence to assist with stylistic composition. .	EXTENDING KNOWLEDGE on musical features on how to DEVELOP music further and add flavour using more complicated harmony such as SEVENTH CHORDS alongside the primary triads already learned. LISTENING will go ahead listening to examples and pieces which use these feature and how they enhance the music. PERFORMANCE of these key aspects will also take place throughout the topic.	EXTENDING MUSICIANSHIP AND PERFORMANCE with a culmination of key skills - using treble clef and bass clef notation and the introduction of Chord Symbols and reading both at the same time. CHORD KNOWLEDGE is developed WITH the introduction of SEVENTH CHORDS also - with melody and bassline. IMPROVISATION introduced for the melody. PERFORMANCE of all of these aspects. LISTENING and ANALYSIS and music using the MUSICAL ELEMENTS- timbre, pitch, texture, dynamics, tempo, melody, rhythm, structure, silence.

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Cultural capital and careers	Exploring music from another culture that only uses rhythmical aspects. Also, the way the music is created and developed as a piece is different to western music. Develop and understanding of Carnival and the religious aspects of it and the music for it. <u>Careers – Lesson within</u> Careers within lesson will look at running large scale events and events managements (music and beyond) and what it might take to put on a carnival/mini mardi-gras. **TEAM WORK** **-TIME MANAGEMENT** **- POSITIVITY** **- RESILIENCE**	Exploring music using bass as an important feature in the style and culture of the music, such as looking at different basslines for different types of music and why this is important. <u>Careers – Lesson within</u> Careers within the lesson will look at further careers using music technology and what these roles could look like. **- TEAM WORK** **- TIME MANAGEMENT** **- POSITIVITY** **- RESILIENCE**	Careers aspects will include looking at Musical Roles within TV and RADIO and where music like this may be used. <u>Careers – Lesson within</u> Careers within lesson will look at musical roles within TV and Radio where pop/cultural music is used (in programmes, ads, promotional material etc) and what these roles entail. **- TEAM WORK** **- TIME MANAGEMENT** **- POSITIVITY** **- RESILIENCE**	Career aspects covered in a variety of ways to do with media and music production, such as working in a recording studio, working for a large company to produce music for media, film music, PRS and Copyright. <u>Careers – Lesson within</u> Careers within lesson to discuss the recording process and related jobs, recording rights and careers in music studio Discussion on PRS. Copyright and how people earn money through this also takes place. **- TEAM WORK** **- TIME MANAGEMENT** **- POSITIVITY** **- RESILIENCE**	Career aspects will be covered in a number of ways looking at music composition and how you might become a composer of music freelance and promote your own music (and the importance of knowledge and understanding musical theory). <u>Careers – Lesson within</u> Careers within the lesson to discuss freelance composition work and how you would use these techniques to ensure your music was acceptable for the brief/proposal that you may have been given. **- TEAM WORK** **- TIME MANAGEMENT**	Cultural and Historical aspects of Slavery and how this lead to Blues Music being created. Links with other musical styles and exploration of Fusion of styles. Links with HISTORY and the Slave Trade topic Covered. <u>Careers – Lesson within</u> – discussion takes place how studying the history of music and how this can happen at an institution and where this may take you as a career (musicologist). **- TEAM WORK** **- TIME MANAGEMENT** **- POSITIVITY**

					- POSITIVITY **- RESILIENCE**	**- RESILIENCE**
Assessment	Class PERFORMANCE and EVALUATION of Samba Drumming assessment.	PERFORMANCE of bassline piece and EVALUATION with peer assessment also.	PERFORMANCE and EVALUATION of a full piece of music which uses all of the skills coherently and successfully.	COMPOSITION and EVALUATION of a Dance Track piece using chords and bassline, melody and drum track.	COMPOSITION and EVALUATION of a T&V Piece which uses suggested techniques and with SEVENTH CHORDS coherently and successfully.	PERFORMANCE and EVALUATION of 12 bar Blues and Improvisation assessment.