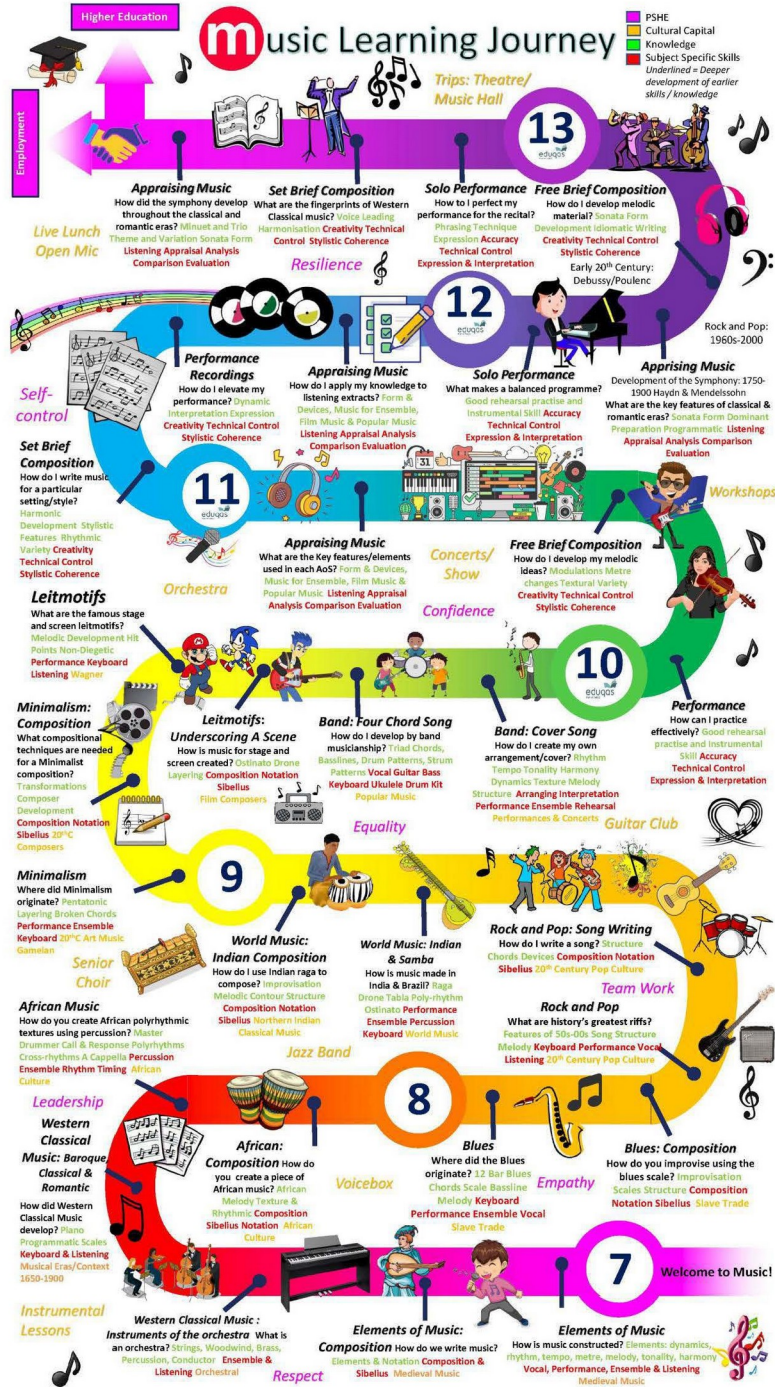


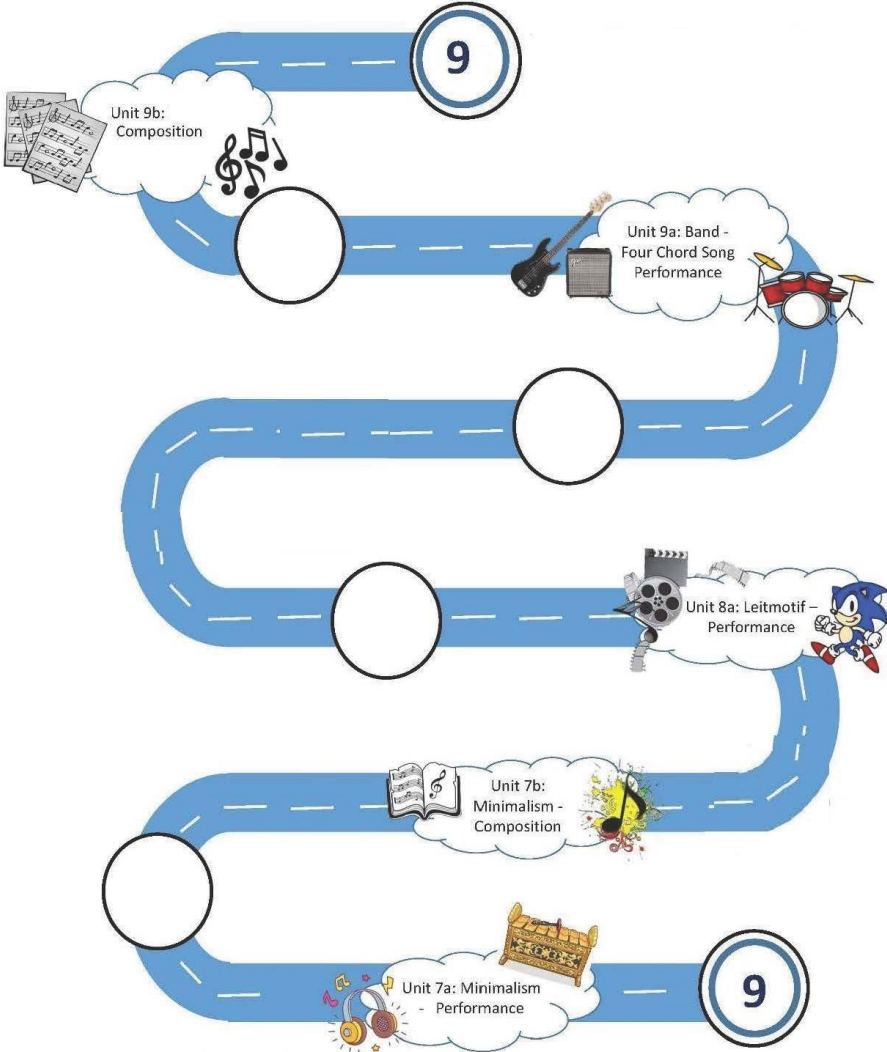
# Music – Learning Journey (all years)



# Year 9 – Music – Learning Journey

Name: \_\_\_\_\_  
 Class: \_\_\_\_\_  
 Teacher: \_\_\_\_\_

**My Year 9 Learning Journey**



**Progress Indicators:**

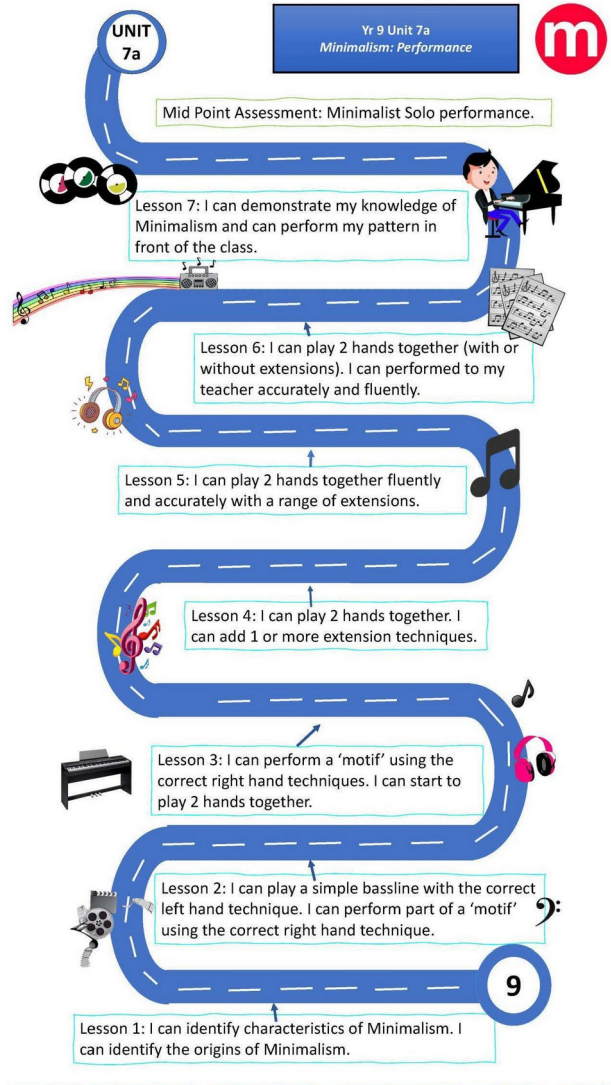
Working Towards - WT (Yellow)	Expected Standard - ES (Green)	Greater Depth - GD (Blue)
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*Music Curriculum overview – Key Stage 3*

## Key Stage – Music

<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>
<p>The KS3 Music Curriculum builds students' fundamental musicianship skills through the study of the Elements of Music. The main intent is to develop a love of Music through building performance confidence, analysis of a wide range of genres and contexts, and developing composition skills. This prepares students for GCSE &amp; A-Level.</p>	<p>The KS3 Music Curriculum is delivered through a spiral approach where skills are revisited and extended each year. Students will follow a structured program of one topic per term where they will explore the Elements of Music, solo and ensemble performance tasks, genre-based projects, and guided composition activities. Lessons include interleaving and retrieval practice to reinforce knowledge. Students work individually and collaboratively through ensemble work to develop resilience, creativity and confidence.</p>	<p>Students will have develop key skills of performance, composition and analysis across a wide range of genres and styles. They will be skilled performers on their instrument with ensemble skills, an understanding of cultural capital and music's impact on audiences. They will be able to apply these skills by taking part in ensembles within and beyond school, including orchestra, band, senior choir and school productions. Students will also be able to produce effective compositions using their gained knowledge of the Elements of Music and devices. Pupils will be able to use their skills to explore their creativity and recognise their personal strengths as musicians.</p>

# Year 9 Music Progress Pages – Autumn Term – Minimalism



## SOW 7a: Minimalism - Performance

This scheme will develop your knowledge of the 20<sup>th</sup> century genre, Minimalism. You will learn key Minimalist techniques such as retrograde and inversion, as well as developing your keyboard and notation skills. You will also develop key ensemble/solo performance skills and listening/appraising skills.

### Progress Point One:

1. I can play fluently
2. I can play accurately
3. I can play with appropriate tempo
4. I can play the accompaniment with my left hand
5. I can play the melody with my right hand

### Greater Depth

6. I can use appropriate instrumental technique
7. I can use expression e.g. dynamics
8. I can use extensions e.g. two hands

WT	ES
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
GD	What do I need to do to progress?
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

### Final Assessment Grade:

### Reflection on this Scheme of Work:

What went well and what could you improve?

1. Fluency
2. Accurately
3. Tempo
4. Left Hand Accompaniment
5. Right Hand Melody
6. Technique
7. Expression e.g. Dynamics
8. Extensions

# Musical Elements Knowledge Organiser

Key term	Definition	Image	Terminology - Powerful Knowledge												
Dynamics	The volume of music (piano – forte)		Pianissimo, Piano, mezzo piano Mezzo forte, forte, fortissimo <i>p</i> <i>pp</i> <i>f</i> <i>ff</i> <i>mp</i> <i>mf</i> <i>cresc.</i> <i>&lt;</i> <i>dim.</i> <i>&gt;</i>												
Rhythm	Note values & rests (crotchets, quavers)		Semibreve = 4 beats Minim = 2 beats Crotchet = 1 beat Quaver = 1/2 beat Semiquaver = 1/4 beat												
Metre	Beats in a bar (4/4 – 6/8)		Simple Time: Duple Time (2/4), Triple Time (3/4), Quadruple Time (4/4) Compound Time: Duple Time (6/8), Quadruple Time (12/8)												
Tempo	The speed of music (allegro)		<i>Lento</i> (Slowly) <i>Largo</i> (Slow and stately) <i>Adagio</i> (Leisurely) <i>Andante</i> (At a walking pace) <i>Allegro</i> (Fast) <i>Vivace</i> (Lively)												
Tonality	The key & scales of a piece (C minor, blues)		Major, minor, blues, pentatonic D major scale (treble clef) D E F# G A B C# D												
Structure	Organisation of musical material (intro, chorus)		Ternary ABA, binary AB, Rondo ABACA, Strophic AAA Verse chorus, AABA, 12 bar blues <table border="1"> <tr> <td>VERSE</td> <td>CHORUS</td> <td>VERSE</td> <td>CHORUS</td> <td>BRIDGE</td> <td>CHORUS</td> </tr> <tr> <td>A</td> <td>B</td> <td>A</td> <td>B</td> <td>C</td> <td>B</td> </tr> </table>	VERSE	CHORUS	VERSE	CHORUS	BRIDGE	CHORUS	A	B	A	B	C	B
VERSE	CHORUS	VERSE	CHORUS	BRIDGE	CHORUS										
A	B	A	B	C	B										
Melody	The main tune/part in a piece		Ascending, descending, conjunct (steps), disjunct (leaps), scalar  Twinkle, twin-kle, lit-tle star, how I won-der what you are!												
Instrumentation	Instrument families & instruments		<b>Strings, Brass, Woodwind, Percussion</b> violin, cello, trumpet, French horn, Flute, clarinet, glockenspiel, snare drum 												
Texture	Instrument layers/ melodies & accompaniments		Monophonic, Homophonic, Polyphonic, Heterophonic 												
Harmony	Notes that work together (chords)		Chords, primary, secondary, major, minor diatonic, triad, tonic, subdominant, dominant, I – IV – V  C: IV V I												

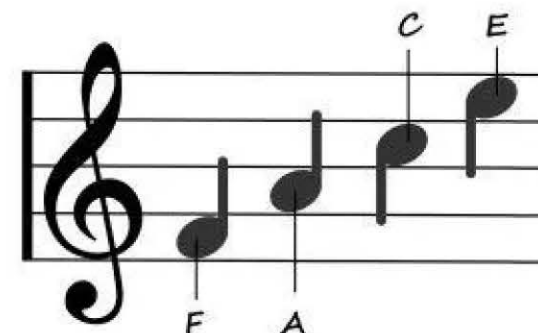
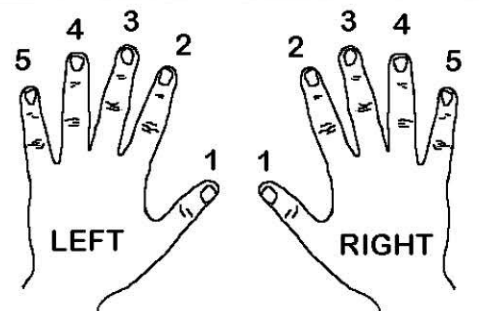
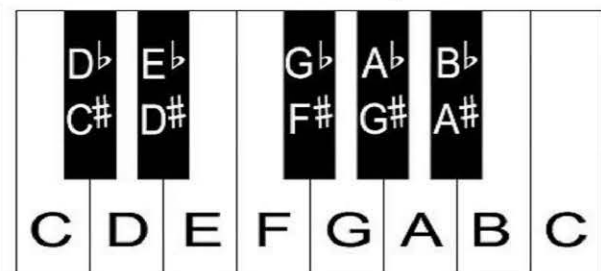
## KS3: Performance – Knowledge Organiser

Key term	Definition
Fluency	Smooth and flowing playing without hesitation.
Accuracy	Playing the correct notes, rhythms.
Tempo	The appropriate speed.
Expression	Character through dynamics, articulation, and Phrasing.
Technique	Hand position and coordination.

### QR Code/link to revision website

[How to perform music - BBC Bitesize](#)

### Powerful Knowledge



### Note Values

	Minim	2
	Crotchet	1
	Quaver	1/2

### Questions to Ask Yourself:

- Did I maintain a consistent tempo?
- Were all notes and rhythms accurate?
- What technical challenges did I face?
- What will I focus on in my next practice?
- Did I convey the mood or emotion of the piece?

### Top Tips for Performers

- Warm up before every session.
- Set goals for each practice session.
- Perform regularly to build confidence.
- Reflect on feedback and use it to improve.

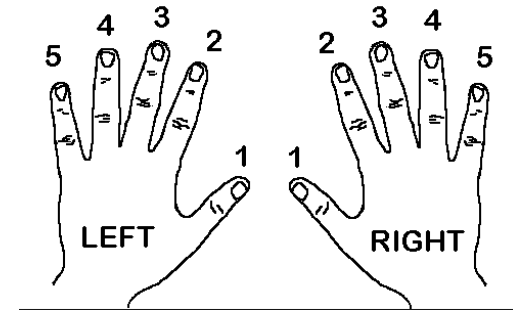
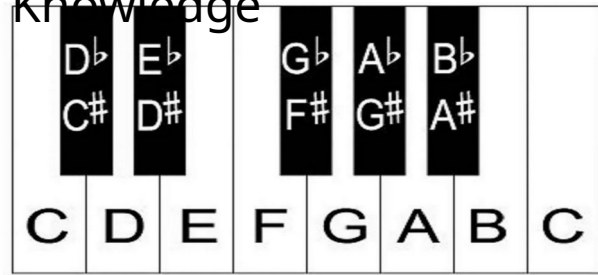
piano = *p*

forte = *f*

# Year 9 Minimalism Performance

Key term	Definition
Cell- Motif	Short pattern (melody or rhythm)
Layering	Different patterns played at the same time.
Broken chords	Chords with the notes separated out.
Ostinato	A repeated pattern.
Gamelan	Indonesian Orchestra that uses minimalist techniques.
QR Code/link to revision website	<a href="#">Minimalist - Musical periods and styles - National 5 Music Revision - BBC Bitesize</a>

## Powerful Knowledge



Cell Motif

Broken chords

Layering

Saron Panerus

Saron Barung

Kenong

Kethuk

Ostinato

Gamelan Orchestral Instruments



# Year 9 Music Progress Pages – Spring Term – Leitmotif



## SOW 8a: Leitmotif – Performance

This scheme will develop your knowledge film and video gaming music through exploring the leitmotif. This unit will develop your keyboard and notation skills, your knowledge of key compositional techniques used on screen as well as exploring how music effects the viewing/gaming experience. You will also develop key ensemble/solo performance skills and listening/appraising skills.

### Progress Point One:

1. I can play fluently
2. I can play accurately
3. I can play with appropriate tempo
4. I can play the accompaniment with my left hand
5. I can play the melody with my right hand

#### Greater Depth

6. I can use appropriate instrumental technique
7. I can use expression e.g. dynamics
8. I can use extensions e.g. two hands

	<input type="checkbox"/>
<b>WT</b>	<b>ES</b>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<b>GD</b>	
<input type="checkbox"/>	
<input type="checkbox"/>	
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What do I need to do to progress?

### Final Assessment Grade:

### Reflection on this Scheme of Work:

What went well and what could you improve?

1. Fluency
2. Accurately
3. Tempo
4. Left Hand Accompaniment
5. Right Hand Melody
6. Technique
7. Expression e.g. Dynamics
8. Extensions

# Year 9 Leitmotif Performance

Key term	Definition
Leitmotif	A recurrent theme associated with a person, idea, or situation.
Hit-Point	A spot when a sound is intended to sync with a specific action.
Non-Diegetic	A sound that is only heard by the audience e.g. orchestral music.
Diegetic	A sound that comes from the setting of the film (e.g. phone ringing.)
QR Code/link to revision website	Notes that clash and make a harsh sound.

## Powerful

### 3. The Harry Potter Leitmotif

This Leitmotif sounds good played with a "magical" or "fantasy" sound tone or voice from your keyboard – try a "Celesta" or "Glockenspiel" tone if your keyboard has one and watch out for the black notes!

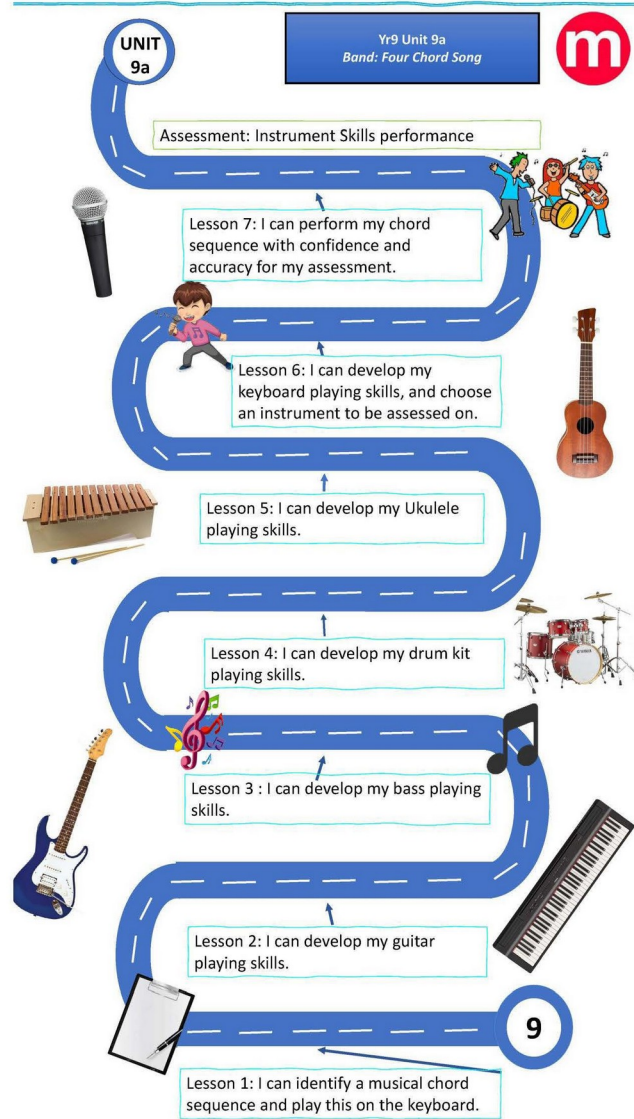


Note Values		
	Minim	2
	Crotchet	1
	Quaver	1/2

piano = *p*

forte = *f*

# Year 9 Music Progress Pages – Summer Term – Four Chord Song



## SOW 9a: Band - Four Chord Song

This scheme will develop your knowledge of key performance techniques through the study of the 'Four Chord Song'. Through studying the four chord song you will develop your knowledge of music theory as well as your performance skills on key band instruments: guitar, bass guitar, keyboard, ukulele and drum kit. You will also develop key ensemble/solo performance skills and listening/appraising skills.

### Progress Point One:

1. I can play fluently
2. I can play accurately
3. I can play with appropriate tempo
4. I can play the accompaniment with my left hand
5. I can play the melody with my right hand

### Greater Depth

6. I can use appropriate instrumental technique
7. I can use expression e.g. dynamics
8. I can use extensions e.g. two hands

WT	ES
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GD	
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What do I need to do to progress?

### Final Assessment Grade:

### Reflection on this Scheme of Work:

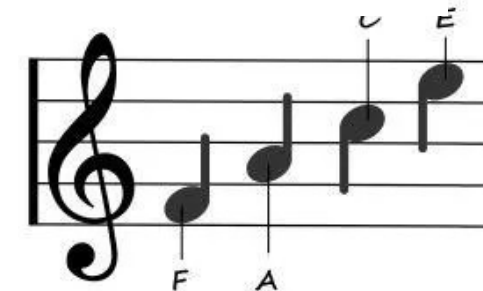
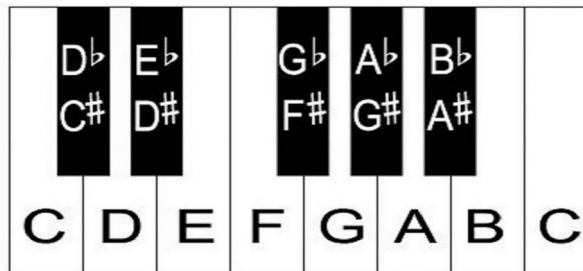
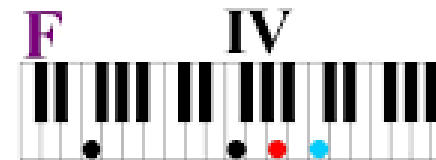
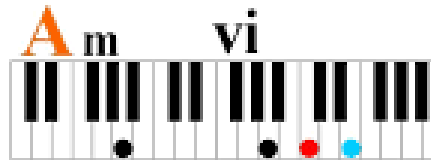
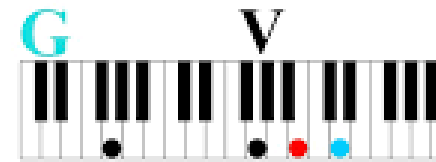
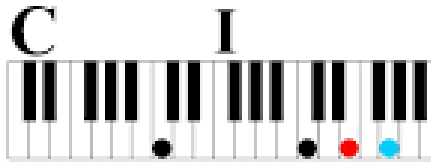
What went well and what could you improve?

1. Fluency
2. Accurately
3. Tempo
4. Left Hand Accompaniment
5. Right Hand Melody
6. Technique
7. Expression e.g. Dynamics
8. Extensions

# Year 9 Four Chord Song - Knowledge Organiser

Key term	Definition
Progression	A repeating pattern of 2 or more chords.
Triad	3 notes played at the same time to form a chord
Strum Pattern	The rhythm used to play the strings of a guitar.
Backbeat	Emphasis of beat 2 and 4 in 4/4 time.
Sus4 Chord	When you play the 4 <sup>th</sup> note of the scale rather than the 3 <sup>rd</sup> in a chord.
<b>QR Code/link to revision website</b> <a href="#">Rock - Popular music styles - National 5 Music Revision - BBC Bitesize</a>	

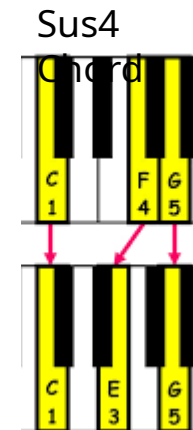
## Powerful



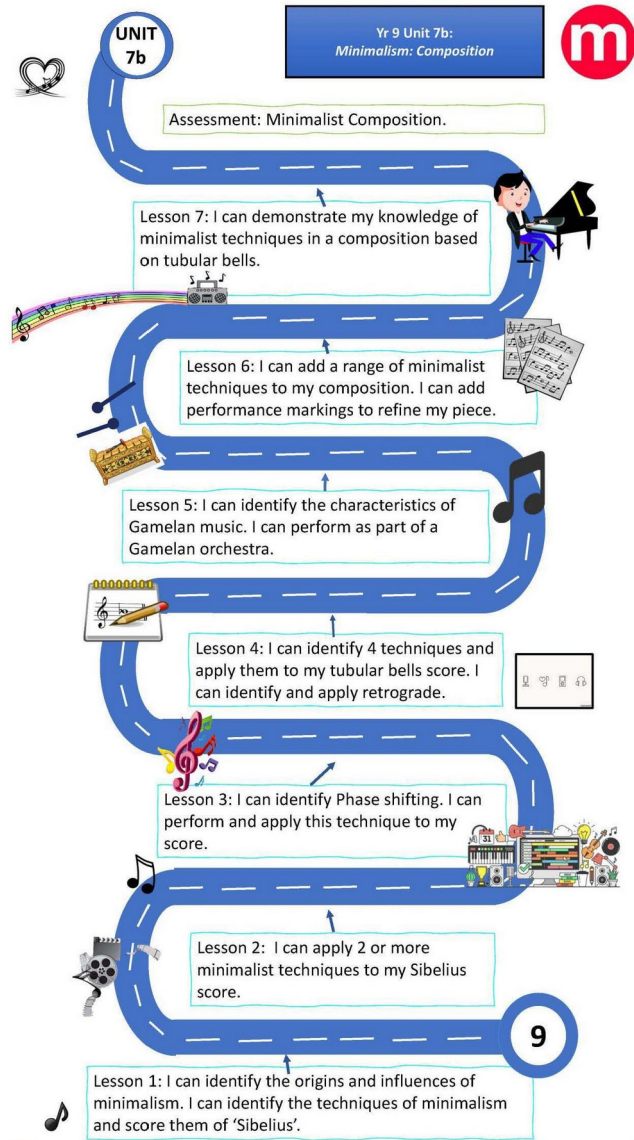
Note Values		
	Minim	2
	Crotchet	1
	Quaver	1/2



Backbeat



# Year 9 Music Progress Pages – Autumn, Spring & Summer Term – Composition



## SOW 7b: Minimalism – Composition

This scheme will develop your composition and notation skills through learning about Minimalist Music. You will learn various compositional techniques as well as developing your notation and Sibelius skills.

### Progress Point One:

1. I can set up a score
2. I can input rhythms
3. I can input pitches
4. I can compose a melody
5. I can compose an accompaniment

### Greater Depth

6. I can input expressive markings such as dynamics
7. I can use compositional devices
8. I can creatively extend my composition using the elements

WT	ES
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<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
GD	
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<input type="checkbox"/>	
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What do I need to do to progress?

### Final Assessment Grade:

### Reflection on this Scheme of Work:

What went well and what could you improve?

1. Fluency
2. Accurately
3. Tempo
4. Left Hand Accompaniment
5. Right Hand Melody
6. Technique
7. Expression e.g. Dynamics
8. Extensions

# Knowledge Organiser - Year 9 - Minimalism Composition

Key term	Definition
Retrograde	A pattern backwards.
Inversion.	When the notes are flipped the opposite way.
Diminution.	When the note values are halved.
Augmentation	When the note values are doubled.
Note addition.	When notes are added to the melody.

## QR Code/link to revision website

[Minimalist - Musical periods and styles - National 5 Music Revision - BBC Bitesize](#)

## Powerful knowledge

### Note Values

#### NOTES



Semibreve = 4 beats



Minim = 2 beats



Crotchet = 1 beat



Quaver = 1/2 beat



Semiquaver = 1/4 beat

## Composition Skills

### Expected standard

- I can set up a score
- I can input rhythms
- I can input pitches
- I can compose a melody
- I can compose an accompaniment

### Greater Depth

- I can input expressive markings such as dynamics
- I can use compositional devices
- I can creatively extend my composition using the elements

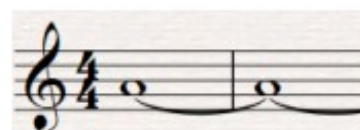
### Ostinato 1



### Augment the melody.



### Pedal 1



### Pause



### Cluster Chord 1

