



## YEAR 9: MUSIC CURRICULUM AT LACON CHILDE SCHOOL

Year 9	Autumn Term 1		
<b>Topic</b>	Rock and Roll Music		
<b>Big Question</b>	How to apply predetermined and genre specific knowledge to another genre.		
<b>Concepts</b>	<p>How to use the 12 bar Blues in Rock and Roll.</p> <p>How to use the 4 Chords in Rock and Roll.</p> <p>Development of notation reading.</p> <p>Performance skills including fluency and accuracy.</p>		
<b>Knowledge</b>  <b>Skills</b>	<p>Students will explore the convention of rock and roll music of the 1950s. Students will understand the importance of this time to the development of pop music. Building on both The Blues and Pop music, students will listen to and experiment with music in this genre. Focussing on keyboard skill, students will perform a ‘classic’ rock and roll song by a famous artist. (with a choice of different difficulty pieces, including arrangements of Hound Dog and Rock Around the Clock) Starting with the context, students will develop a deeper understanding of popular music, using the musical elements to define the characteristics of that genre. Popular music is covered in AOS2 with popular music conventions. Unfamiliar listening often includes rock and roll. The structure (build on the blues) can be used to structure compositions.</p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Understanding of the 12 Bar Blues in a different genre.</li> <li>• Identify typical Rock Band instrumentation</li> <li>• Understanding of the 4 Chord Structure in a different genre.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Effective application of chords to a melody</li> <li>• Developing the ability to read notation</li> <li>• To aurally discern between instruments</li> <li>• Apply the fundamental elements to a different style of music (genre specific)</li> </ul>		
<b>Common Misconceptions</b>	That rock and roll music is ‘all Elvis’, students will experience different artists across the genre.		
<b>Key Vocabulary</b>	12 Bar Blues Strophic Form Harmonic Structure Metre	Tonic Dominant I, IV and V	
<b>Assessment Points</b>	<p><b>Interim Assessment:</b> Theory and context including blues from Year 8.</p> <p><b>Summative Assessment:</b> Performance of a well-known Rock and Roll piece.</p>		
<b>Diversity, Inclusion and Personal Development</b>	Students build on the knowledge of		

<b>How parents can be of support</b>	
<b>Extra Curricular Links</b>	History: Mention of The Blues. Cultural Capital :Black history including the western world in the 50's
<b>Wider Resources</b>	

<b>Year 9</b>	<b>Autumn Term 2</b>			
<b>Topic</b>	African Drumming			
<b>Big Question</b>	How to create a rhythm using....			
<b>Concepts</b>	How to create a unified sound using percussion. How to play a Djembe with the correct techniques.			
<b>Knowledge</b>	<p>Students will explore African traditional drumming using the musical elements to listen and appraise. Students will understand the instrumentation and structure of the music as 'different' through playing some African drumming patterns and experiment with composing their own rhythms. As well as learning the context of African traditional conventions, students will focus on learning the instrumentation associated with African music; their names, how they work and their timbre. Students will understand the structure of African music, common percussive patterns and improvisation around the main rhythms, written using standard notation. Students will end this topic by performing an African drumming pattern and assessed on their ensemble skill.</p> <p><b>Knowledge</b></p> <p><b>Skills</b></p>			
<b>Skills</b>				
<b>Common Misconceptions</b>				
<b>Key Vocabulary</b>	Djembe Talking Drum Dun Dun Call and Response	Polyrhythms Syncopation		

<b>Assessment Points</b>	
<b>Diversity, Inclusion and Personal Development</b>	Students will learn about the importance of African drumming to the culture in different parts of Africa. They will explore how a lot of the music is sacred and heard at rites of passage ceremonies e.g. weddings.
<b>How parents can be of support</b>	
<b>Extra Curricular Links</b>	
<b>Wider Resources</b>	

<b>Year 9</b>	<b>Spring Term 1</b>
<b>Topic</b>	Live Performance
<b>Big Question</b>	
<b>Concepts</b>	To learn what makes a good performance To identify different success criteria in other performances To include opinion-based thinking
<b>Knowledge</b>  <b>Skills</b>	Students will start by exploring what makes a good musical performance, including stage presence and stylistic awareness. Students will then learn how to practice/rehearse effectively through warm-ups and other theory/skill based activities. Students will be given a 'free' choice of performance piece, on their primary instrument and allowed class time to practice. Pieces will be performed either true solo/monophonic or to a backing/accompaniment. Students will analyse the AQA music performance marking criteria and use this to focus their skill. Students will perform to an audience of their peers, using a 'stage' area and submit a score of their chosen piece. 30% of the overall GCSE is performance based with one performance a solo piece.  <b>Knowledge</b> <ul style="list-style-type: none"> <li>• What makes a good performance?</li> <li>•</li> </ul> <b>Skills</b>

	<ul style="list-style-type: none"> <li>How to apply communication, confidence, movement and practice in a performance piece.</li> </ul>				
<b>Common Misconceptions</b>					
<b>Key Vocabulary</b>	<table border="1"> <tr> <td>Ensemble Communication Practice Movement</td> <td>Confidence <b>The Elements</b></td> <td></td> <td></td> </tr> </table>	Ensemble Communication Practice Movement	Confidence <b>The Elements</b>		
Ensemble Communication Practice Movement	Confidence <b>The Elements</b>				
<b>Assessment Points</b>	<p><b>Interim Assessment:</b> theory test and a performance analysis.</p> <p><b>Summative assessment:</b> Performance of a piece chosen with guidance on their primary instrument.</p>				
<b>Diversity, Inclusion and Personal Development</b>					
<b>How parents can be of support</b>					
<b>Extra Curricular Links</b>					
<b>Wider Resources</b>					