

<b>OVERVIEW</b>	<p>In Music at Year 9, we develop and enhance all the knowledge and skills that students gained from the previous year. They are looking at new styles, genres and topic areas to enrich their musical understanding and to use pre-existing skills to start creating and performing music to a certain style and incorporating key musical techniques for authenticity. Students will be exposed to a wide variety of music to enrich their knowledge and skills through analytical development.</p>		
<b>AUTUMN</b>	<p><b>Component 1 (M.O.B.O)</b> Students will develop their understanding of different styles of music focusing on M.O.B.O. Students will complete informal listening exercises to identify different key features of different styles of music and be able to compare and contrast them. Students will focus in on Reggae and complete a performance task around this style.</p> <p><b>Component 2 (M.O.B.O)</b> Students will develop their understanding of different styles of music focusing on M.O.B.O. Students will complete informal listening exercises to identify different key features of different styles of music and be able to compare and contrast them. Students will focus in on Motown and complete a performance task around this style.</p>	<p><b>Assessment</b> Throughout the components there is a performance assessment at the end of each topic alongside a midpoint review to help scaffold their learning for a positive outcome. Throughout each lesson students will partake in consistent formative assessment activities.</p>	<p><b>Personal Development</b> Students to develop their understanding of cultural, historical and geographical aspects of music through M.O.B.O and Indian Music. They will morally respect the content of the components, divulge in moral and ethical discussions and appreciate the viewpoints of others. Students will develop their social skills by working in an ensemble to interact with others using musical skills to orchestrate their performances.</p>
<b>SPRING</b>	<p><b>Mid-Year Assessments:</b> Students will be assessed on their skills and knowledge so far to review their understanding. This will address the two components covered so far along with prior knowledge in previous years.</p> <p><b>Component 3 (Popular Music)</b> Students explore what makes a song popular? Practically, students will develop their instrumental skills on a wider scale. Developing their rhythmic skills, melodic skills, and by notation. Students will lead their groups and rehearse with strategic planning using a pop band formation to perform.</p>	<p><b>Assessment</b> Throughout the components there is a performance assessment at the end of each topic alongside a midpoint review to help scaffold their learning for a positive outcome. Throughout each lesson students will partake in consistent formative assessment activities.</p> <p><b>Mid-Point Assessment</b> This takes place as a written exam to analyse students' theoretical, historical and cultural knowledge, as well as their understanding.</p>	<p><b>Personal Development</b> Students to develop their understanding of cultural, historical and geographical aspects of music through African Drumming and Popular Music. They will morally respect the content of the components, divulge in moral and ethical discussions and appreciate the viewpoints of others. Students will develop their social skills by working in an ensemble to interact with others using musical skills to orchestrate their performances.</p>
<b>SUMMER</b>	<p><b>Component 4 &amp; 5 (Songwriting)</b> Students will use their understanding of popular music to compose their own song through the use of contextual instrumentation.</p> <p><b>End of Year Assessments</b> To recall all knowledge and skills learnt through the academic year in all component areas. To highlight any misconceptions students, have over the four aspects of music learning: Performing, Composing, Listening and Appraising and Theoretical Content. Students will recall their knowledge and review their assessment, highlighting misconceptions. Having an opportunity to take time to enhance their understanding of these misconceptions before students start a new school year of study.</p>	<p><b>Assessment</b> Throughout the components there is a performance assessment at the end of each topic alongside a midpoint review to help scaffold their learning for a positive outcome. Throughout each lesson students will partake in consistent formative assessment activities.</p> <p><b>End of Year Assessment</b> This takes place as a written exam to analyse students' theoretical, historical and cultural knowledge, as well as their understanding of musical language through listening extracts.</p>	<p><b>Personal Development</b> Students get to explore how music has an influence on advertisement through the use of musical devices. They will uncover career opportunities through aspects of the music industry. There is a use of imagination and creativity in their learning and time to reflect on their compositions.</p>

### Useful resources for supporting your child at home:

<https://www.musictheory.net/>

<https://www.bbc.co.uk/bitesize/subjects/zmsvr82>

<https://learningmusic.ableton.com/>

<https://www.youtube.com/playlist?list=PLMvVESrbjBWplAcg3pG0TesncGT7qv006>