

Year 9 Music		
Term	Units of Study/Scheme of work	Key homework and assessments
Autumn	<p>Arranging Music This module expands the performing popular music work from year 8 and students will learn how to arrange a given song into a different musical style. They will study the musical features that distinguish different styles and put this into practice with a group practical project.</p> <p>Jazz Students strengthen and extend their understanding of chords to include added notes. Improvisation techniques will also be developed with a stress on rhythmic features and phrasing in jazz. This module is taught using the computer suite and also extends students experience of arranging and imputing music using Logic.</p>	<p>Group performances of own arrangements</p> <p>Individual arranging work including improvisation in Logic</p>
Spring	<p>Song Writing Students study the conventions of writing a commercial pop song. They combine their knowledge of melodic writing, hooks, riffs (ostinatos), chord and rhythm work to compose their own commercial pop song in groups.</p> <p>Film Music Students study how music is used in film and television to support and enhance the action on-screen. They learn how to sync their composition work with a film clip and compose music to three separate scenes that require three separate moods. This module is taught using the computer suite and also extends students experience of arranging and imputing music using Logic.</p>	<p>Group performance or recording of song</p> <p>Final movie clip with student's own soundtrack</p>

<p>Summer</p>	<p>Dance Music Student learn the conventions of dance music as a genre spanning hundreds of years. This knowledge is applied using Logic software to create a piece of contemporary dance music using sophisticated techniques such as sample editing, sequencing, use of FX and automation along with the loops provided by the software.</p> <p>Music and Identity The final project in year 9 asks students to reflect upon how music can be a part of our identity at a national, cultural and individual level. Students examine social, cultural and gender issues in music and choose a final project that reflects their own musical identity.</p>	<p>Individual composition work at the computers</p> <p>Group or individual project negotiated between student and teacher</p>
<p>Recommended resources/text book</p>	<p>N/A</p>	
<p>How can we help at home?</p>	<p>Encourage your child to practise if they sing or play an instrument.</p> <p>Ask your child to share with you what they have been doing in their music lessons.</p> <p>If you have a keyboard or another instrument at home, then encourage your child to play on it – even if they are just experimenting.</p> <p>Never tell your child they cannot sing. It is not true!</p> <p>Take advantage of the radio, television and internet and talk to your child about the music that you and they listen to.</p> <p>The South Bank, King’s Place, the Barbican, the Roundhouse, Cecil Sharp House and other venues are all close to Camden and offer a wealth of free concerts and events in all styles. Take your child to listen to some live music!</p>	