

## Year 9 Curriculum - 2022-23

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	Introduction to Guitar		Composition: study		Practical Grade 2	
National Curriculum Knowledge & Understanding	Understand and use staff and other relevant notations appropriately for a range of musical styles genres and traditions.		Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression Listen with increasing discrimination to a wide range of music from great composers and musicians		Develop a deepening understanding of the music that they perform and to which they listen, and its history	
Assessment	Performance Assessment		Composition Submission		Grade 2 performance recorded and assessed	
Why this?	Research shows that young people who learn to play an instrument have higher cognitive ability and achieve higher in school than those who don't. Further to this, there are too few pupils who learn to play an instrument to a high level in comprehensive schools nationally. Southmoor Academy are giving the entitlement back through 'The Guitar Project' which sees every pupil given the opportunity to excel at an instrument. The transferrable skills gained through this initiative are beneficial throughout the curriculum.		By composing a study pupils demonstrate the skills that they have gained on their instrument as well as the skills required to compose: an understanding of melody and harmony. Composing is a brilliant means of building up students' confidence and ability to 'perform' under pressure & creatively in any subject/walk of life.		This topic is a fun and creative culmination of all of the skills pupils have learnt so far. This topic acts as means of informing pupils whether they have the skills and interest to continue their studies in Music at KS4.	
Why now?	By teaching all pupils basic skills on guitar, pupils can translate this knowledge to any other instrument by attending the orchestra project lunchtime club and can work in the curriculum to extend these skills into eventually being able to play guitar competently.		Having already learnt how to improvise pupils here extend this knowledge to create a more substantial composition comprising of melody and chords. This unit inspires pupils to continue to progress on their instrument as a tool to create music in a style that they appreciate.		This is the last topic of KS3 from here pupils take their own path but the hope is that they will continue to develop their musical skills as a means of continuing to improve brain capacity and develop transferrable skills.	
Skills & Characteristics	<p><b>Listening</b> - <i>Actively and critically listening to music builds a valuable skill-set used throughout KS3 Music and opens students up to new musical experiences</i></p> <p><b>•Creativity</b> - <i>An invaluable characteristic in any young person, possessing the ability to think creatively to reach a solution to a problem is an asset in any walk of life</i></p> <p><b>•Staying Positive</b> - <i>Staying and remaining positive when faced with a challenge will build resilience in students, musicality doesn't come naturally to all and a positive attitude is crucial to progress</i></p> <p><b>•Teamwork</b> - <i>As part of all ensemble work, musicians rely on others, using teamwork throughout these lessons will help</i></p>					

	<i>our students realise the power of working effectively as part of a larger group/team</i>		
<b>Aspirations &amp; Careers</b>	By beginning to perform at a basic level where even the most talented students sound amateur, pupils are beginning to practise perseverance. In a society where instant gratification is all too prevalent it is vital that we teach students that in their adult lives they will need to persevere and fail along the way in order to succeed.	This topic demonstrates that pupils have the tools to approach all three key concepts and basic career paths within Music – including composition. It emphasises the creative side of music and teaches pupils to think outside the box, solve problems, be open minded. All skills hugely valuable to adult life.	By introducing pupils to a wide array of skills that they may choose to develop and ultimately master, we are more likely to hook in a wider proportion of pupils through their musical preference – thereby increasing their aspiration to master their instrument. This allows us to introduce further career options such as those in the popular industry.

## YEARLY END POINTS

<b>Basic (Lower Ability End Points)</b>	<b>Clear (Middle Ability End Points)</b>	<b>Detailed (Higher Ability End Points)</b>
<ul style="list-style-type: none"> <li>• Improvise the order of notes using a given scale and refine into a composition.</li> <li>• Pupils can distinguish time signatures and tempi in aural tests.</li> <li>• Be able to play all grade 2 scales 1 octave.</li> <li>• Be able to pluck one Grade 2 piece with some musical expression.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose a piece of music in a given key.</li> <li>• Pupils can discuss the use of musical elements in their composition including time signature and tonality in aural tests.</li> <li>• Be able to play all grade 2 scales.</li> <li>• Be able to play two Grade 2 pieces with musical expression.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose a piece of music in a given key which demonstrates technical ability on student's instrument.</li> <li>• Pupils can pass grade 2 aural test.</li> <li>• Be able to play all grade 2 scales from memory.</li> <li>• Be able to play all three grade 2 pieces with musicality.</li> </ul>