

Year 9 Curriculum – 2020-21

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	Composition: compose a study which shows off your ability on your instrument.	Listening and Appraising: aural tests	Performance: Introduction to Grade 3	Listening and Appraising: my grade 3 pieces	Performance: Final preparation for Grade 3	Composition: compose a piece for your peer to perform.
National Curriculum Knowledge & Understanding	Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions	Identify and use the interrelated dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices	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	Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
Assessment	Pupils submit a composition	Pupils complete individual aural test	Pupils perform their first Grade 3 piece on their instrument.	Aural test on the musical dimensions in diverse styles and traditions of music.	Individual ABRSM-style Grade 3 exam on their instrument.	Pupils submit a composition via peer performance.
Why this?	Composition is a practical way of utilising the skills associated with the scales and techniques that the pupils learnt for their grade 2.	ABRSM systematically introduce new instrumental skills with each grade. The new skills in grade 3 (detailed below) are ideal for pupils at this stage in the curriculum. It is very important that the Orchestra Project Curriculum pays due attention to ABRSM syllabus introduction to diverse styles and cultures of Music as this is an important part of every young person's music curriculum.'				This topic is a fun and creative culmination of all of the skills pupils have learnt as part of the orchestra project. This topic acts as means of motivating pupils to continue their studies into KS4.
Why now?	This is an opportunity for pupils to 'show off' all the cool skills that they have learnt on their instruments e.g. portamento (sliding up and down a violin string) to re-enthuse themselves as well as peers who may be less motivated	It is well researched and documented that when young people go through formal instrument exams from an early age they are more able to set goals and organise their time in order to be able to work towards those goals. The beauty of the Orchestra Project is that every student in KS3 at Southmoor gets this opportunity and every student should benefit from it. All pupils take Grade 1 at the end of Year 7, Grade 2 at the end of Year 8 and Grade 3 at the end of Year 9. Whether or not they opt for Music GCSE, they have the skills and discipline to continue their instrumental studies independently from here.				This is the last topic of the orchestra project, from here pupils take their own path but the hope is that they will continue to develop their instrumental skills as a means of continuing to improve brain capacity and develop transferrable skills.

Skills & Characteristics	<p>Pupils develop creative skills and characteristics here by perfecting original creations, by problem solving: 'why doesn't that bit sound as good as it could and how can I make it better with the performance expertise I have?'</p>	<p>In today's society and the context of a Comprehensive with higher than average disadvantaged pupils, a high proportion of pupils struggle with aural tests as a result of having to sing. Therefore, in completing this unit, a high proportion of pupils are staying positive and practicing resilience in willingly taking part.</p>	<p>Pupils demonstrate resilience learning in this unit as the performance standard increases to Grade 3 the pupils must be willing to aim high and stay positive whilst learning from mistakes.</p>	<p>Here, pupils practise their creative skills by adding their own interpretation to the composers markings to make their performances of each piece unique to them.</p>	<p>In order to pass their Grade 3, pupils have practised being resilient and creative learning skills throughout the 3 years of orchestra project. Pupils have, by now, mastered these skills to the extent that they can continue their studies (grade 4 and beyond) completely independently or with a little help at intervention opportunities.</p>	<p>Pupils develop their collaborative learning skills as they compose a piece of music which is assessed based on how appropriate it is to their peer's skills and knowledge. They must communicate effectively with their partner throughout.</p>
Aspirations & Careers	<p>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. Furthermore, pupils are continually invited to compose and/or play for the Academy Orchestra who are frequently invited to play at prestigious professional venues such as Sunderland Empire and The Sage.</p>	<p>ABRSM is a highly reputable exam board and employers in all fields really value applicants with mastery of something on their CV, as well as valuing the soft skills that applicants will have gained through mastering an instrument for example. These qualifications will certainly improve our young people's CVs but more importantly will provide them with valuable soft transferrable skills that will equip them for their future careers.</p> <ul style="list-style-type: none"> • Independence • Perseverance • Discipline • Time management • Emotional intelligence • Memory capacity • Etc. <p>These transferrable skills are fundamental to future success.</p>				