



# Year 9 Music



What have students at St. Crispin's been taught to understand and be able to do?

## Core Knowledge

In addition to revisiting elements of core knowledge from previous years, the Year 9 programme of study covers:

### Musical context

Cultural and historical understanding of musical styles studied during the year, with particular reference to appropriate musical works which 'typify' the genre.

### Dynamics & Articulation

Sudden and extreme dynamic change  
Legato  
Dynamic and articulation notation as appropriate to the programme of study.

### Rhythm, Tempo & Metre

Drum grooves including standard rock and Disco  
Rhythm elements: Ties  
Rhythmic notation, tempo markings and metrical notation as appropriate to the programme of study.

### Structure & Form

Verse/chorus structures: Intro, outro, verse, pre-chorus, chorus, middle 8/bridge  
Structural notation as appropriate to the programme of study.

### Melody

Leitmotif  
Riff  
Hook  
Melodic notation as appropriate to the programme of study.

### Instrumentation & Timbre/Sonority

Developments in the orchestra over time; the use of instruments and relevant techniques  
Synthesised timbres  
Instrumental notation as appropriate to the programme of study.

## Core Skills

Development in core skills is very much a continuation of work from the previous year:

### Instrumental performance skills

Approach to the keyboard (and/or other instruments as appropriate to the area of study) including correct address, principles and musical application of relevant techniques, and progression across the topic/year  
Performance skills focus on aspects of technical and musical control relevant to the context of the music and individual performance standard.

### Aural skills

Applying theoretical knowledge through focused listening and identification of musical elements appropriate to new areas of study.

### Compositional skills

Applying theoretical knowledge through creation of musical ideas and manipulation of musical elements appropriate to areas of study.

### General musicianship

Developing musical awareness through a range of ensemble performance opportunities (vocal and/or instrumental)  
Making judgements with regard to the characteristics of musical styles appropriate to new areas of study  
Responding appropriately to musical notation relevant to the programme of study.



## Year 9 Music continued



What have students at St. Crispin's been taught to understand and be able to do?

### Core Knowledge continued

#### Texture

Parallel

Textural notation as appropriate to the programme of study.

#### Harmony & Tonality

Chromatic chords (diminished and augmented triads)

7<sup>th</sup> chords

Dissonance, consonance and resolution

'Sus' chords

Pedal point

Power chords

Tonal and harmonic notation as appropriate to the programme of study.

### How has learning been assessed?

Continuous application of formative assessment

Students have opportunities throughout the year to share their work in class time (and other contexts), often as a summative culmination of a unit of work

Application of summative measures used in the wider context of musical learning (formative use of summative assessment) throughout the POS.

### What is coming up in the following year?

Knowledge and practical skills-based learning from this year become further embedded and augmented during Years 10 & 11 through continued exploration of musical elements in the three areas of listening, performing and composing at GCSE. These three interconnected strands are taught and assessed more distinctly as individual disciplines at KS4, while students are increasingly able to pursue their own interests with regard to NEA components.