

Year 9 Music Curriculum



Year 9						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic:</b>	Blues	Ukuleles	Queen - I want to break free	Musical Futures: Cover Versions	Song Writing	
<b>Content:</b> What will students know	The origins of blues music in the slave trade and how it has developed over time. The 12 bar blues chord progression.	The name for different parts of the ukulele. How to read ukulele tab notation.	The history of Queen and Freddie Mercury. The structure, instrumentation and harmonic features of the piece.	Students will choose a song to learn as a group.	Main sections of a song (intro, verse, chorus, bridge etc.), the typical harmonic structure of pop songs, the lyric pattern of pop songs.	
<b>Skills:</b> What will students be able to do	Perform the 12 bar blues chords and blues walking bass, along with a blues melody and melodic improvisation.	Read ukulele tab, and translate this to the practical skill of playing the ukulele. Contributing to a group performance.	Musical analysis of a set work - in the style of GCSE analysis. To be able to apply this knowledge to listening questions and practical work.	Group work and ensemble skills. They may work on keyboards, guitars, drums, bass, ukuleles, vocals.	Creative thinking and problem solving. Compose their own ideas and find a way to build this up into a full song.	
<b>Other:</b> Literacy/ Numeracy/ Ethos	Link to year 8 history topic about the slave trade. Understanding the role of music in the slave trade, and why blues music still has relevance today.	Reinforcing the concept of notation for all students. Using ukulele tab, as it is unfamiliar to most.	Introducing the concept of musical analysis to give students a taste of GCSE analysis.	This is the first time students are given total free choice - it relies on them to plan their time wisely, collaborate and compromise with peers.	Introducing a more formal concept of composition, in order to prepare students for GCSE composition.	
<b>Assessment:</b>	Paired <b>performance</b> of a piece of blues music, including moments of improvisation, using the keyboards.	Small group <b>performance</b> of a piece using ukuleles. Some students may also extend to writing their own ukulele tab.	Whole class and small group <b>performances</b> of I Want To Break Free. Listening task related to the piece.	Group <b>performance</b> of a song of their choice.	Individual/paired/small group <b>performance</b> of their own <b>composition</b> .	