

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1 lesson per fortnight	<p><b>Music theory basics 1</b></p> <p><b>What will be learnt?</b></p> <ol style="list-style-type: none"> <li>1. Baseline test; treble staff</li> <li>2. Grand staff - bass clef</li> <li>3. Note values and rests</li> </ol> <p><b>Why will it be learnt?</b></p> <p><b>Main outcome:</b> To develop basic theory skills</p> <p><b>Skills developed:</b></p> <ul style="list-style-type: none"> <li>• Score reading – rhythm and pitch</li> </ul> <p><b>How will learning be assessed?</b></p> <ul style="list-style-type: none"> <li>• Baseline theory test</li> <li>• Classwork and homework</li> </ul>	<p><b>Music theory basics 2</b></p> <p><b>What will be learnt?</b></p> <ol style="list-style-type: none"> <li>4. Time signatures</li> <li>5. Tones and semitones</li> <li>6. Musical scale</li> <li>7. Revision and test</li> </ol> <p><b>Why will it be learnt?</b></p> <p><b>Main outcome:</b> To develop basic theory skills</p> <p><b>Skills developed:</b></p> <ul style="list-style-type: none"> <li>• Understanding of time signatures and scales</li> </ul> <p><b>How will learning be assessed?</b></p> <ul style="list-style-type: none"> <li>• Classwork and homework</li> </ul>	<p><b>Music theory basics 3</b></p> <p><b>What will be learnt?</b></p> <ol style="list-style-type: none"> <li>8. Circle of 5ths; sharps &amp; flats</li> <li>9. Key signatures</li> <li>10. Relative minors</li> </ol> <p><b>Why will it be learnt?</b></p> <p><b>Main outcome:</b> To develop basic theory skills</p> <p><b>Skills developed:</b></p> <ul style="list-style-type: none"> <li>• Understanding of key signatures and relations</li> </ul> <p><b>How will learning be assessed?</b></p> <ul style="list-style-type: none"> <li>• Classwork and homework</li> </ul>	<p><b>Music theory basics 4</b></p> <p><b>What will be learnt?</b></p> <ol style="list-style-type: none"> <li>11. Degrees of the scale</li> <li>12. Chords and cadences</li> <li>13. Chords and cadences</li> </ol> <p><b>Why will it be learnt?</b></p> <p><b>Main outcome:</b> To develop basic theory skills</p> <p><b>Skills developed:</b></p> <ul style="list-style-type: none"> <li>• Understanding of chords and cadences</li> </ul> <p><b>How will learning be assessed?</b></p> <ul style="list-style-type: none"> <li>• Classwork and homework</li> </ul>	<p><b>Music theory basics 5</b></p> <p><b>What will be learnt?</b></p> <ol style="list-style-type: none"> <li>14. Revision: major/ minor keys</li> <li>15. Revision: chords</li> <li>16. Revision: cadences</li> </ol> <p><b>Why will it be learnt?</b></p> <p><b>Main outcome:</b> To develop basic theory skills</p> <p><b>Skills developed:</b></p> <ul style="list-style-type: none"> <li>• Understanding of related keys chords and cadences</li> </ul> <p><b>How will learning be assessed?</b></p> <ul style="list-style-type: none"> <li>• Classwork and homework</li> </ul>	<p><b>Music theory basics 6</b></p> <p><b>What will be learnt?</b></p> <ol style="list-style-type: none"> <li>17. Rhythm dictation</li> <li>18. Revision: chords</li> <li>19. Revision</li> <li>20. Revision and test</li> </ol> <p><b>Why will it be learnt?</b></p> <p><b>Main outcome:</b> To develop basic theory skills</p> <p><b>Skills developed:</b></p> <ul style="list-style-type: none"> <li>• Rhythmic dictation skills</li> </ul> <p><b>How will learning be assessed?</b></p> <ul style="list-style-type: none"> <li>• Classwork and homework</li> </ul>
	2 lessons per fortnight	<p><b>Introduction to Pop:</b> <i>Birth of Rock'n'Roll</i></p> <p><b>What will be learnt?</b></p> <ol style="list-style-type: none"> <li>1. Birth of Rock'n'Roll/ 12 bar blues; <i>Rock around the Clock</i></li> <li>2. Primary chords – <i>Rock around the Clock, Twist &amp; Shout</i></li> <li>3. Skiffle/ early Beatles/ etc.</li> <li>4. Beatles listening/ performance</li> <li>5. 1960s student presentations</li> <li>6. 1960s student presentations</li> <li>7. 1960s pop song composition</li> </ol> <p><b>Why will it be learnt?</b></p> <p><b>Main outcome:</b> To develop understanding of early Rock'n'Roll features</p> <p><b>Skills developed:</b></p> <ul style="list-style-type: none"> <li>• Listening – identifying features</li> <li>• Ensemble performance skills</li> <li>• Composition in 1960s style</li> </ul> <p><b>How will learning be assessed?</b></p> <ul style="list-style-type: none"> <li>• Class performance and composition tasks</li> <li>• Homework research leading to class presentation</li> </ul>	<p><b>Rock and Pop 2:</b> <i>1960s Developments</i></p> <p><b>What will be learnt?</b></p> <ol style="list-style-type: none"> <li>1. 1960s pop song composition</li> <li>2. Student performances</li> <li>3. Beatles' Sergeant Pepper/ development of technology</li> <li>4. Applied technology lesson (Macs)</li> <li>5. Features of Rock music</li> <li>6. Rock listening/ performance</li> <li>7. Rock listening/ performance</li> </ol> <p><b>Why will it be learnt?</b></p> <p><b>Main outcome:</b> To deepen understanding of early pop music features To introduce rock Music styles</p> <p><b>Skills developed:</b></p> <ul style="list-style-type: none"> <li>• Listening – identifying features</li> <li>• Ensemble performance skills</li> <li>• Use of technology in composition</li> </ul> <p><b>How will learning be assessed?</b></p> <ul style="list-style-type: none"> <li>• Class performance, composition and technology tasks</li> <li>• Listening homework</li> </ul>	<p><b>Rock and Pop 3:</b> <i>1970s and Rock music</i></p> <p><b>What will be learnt?</b></p> <ol style="list-style-type: none"> <li>1. Rock music styles</li> <li>2. Rock listening/ performance</li> <li>3. Student rock presentations</li> <li>4. Student rock presentation</li> <li>5. Rock music composition/ performance</li> <li>6. Rock music composition/ performance</li> </ol> <p><b>Why will it be learnt?</b></p> <p><b>Main outcome:</b> To deepen understanding of rock music styles</p> <p><b>Skills developed:</b></p> <ul style="list-style-type: none"> <li>• Listening – identifying features</li> <li>• Ensemble performance skills</li> <li>• Composition in small groups/ individually</li> </ul> <p><b>How will learning be assessed?</b></p> <ul style="list-style-type: none"> <li>• Class performance and composition tasks</li> <li>• Homework research leading to class presentation</li> </ul>	<p><b>Rock and Pop 4:</b> <i>1970/80s disco and EDM</i></p> <p><b>What will be learnt?</b></p> <ol style="list-style-type: none"> <li>1. Birth of disco/ Electronic music</li> <li>2. Disco listening/ performance</li> <li>3. EDM listening/ performance</li> <li>4. EDM styles and developments/ structuring EDM music</li> <li>5. EDM composition (Macs)</li> <li>6. EDM composition (Macs)</li> </ol> <p><b>Why will it be learnt?</b></p> <p><b>Main outcome:</b> To deepen understanding of disco and EDM music styles</p> <p><b>Skills developed:</b></p> <ul style="list-style-type: none"> <li>• Listening – identifying features</li> <li>• Ensemble performance skills</li> <li>• Use of technology in composition and development</li> </ul> <p><b>How will learning be assessed?</b></p> <ul style="list-style-type: none"> <li>• Class performance and composition tasks</li> <li>• Listening homework</li> </ul>	<p><b>Introduction to WCT (AoS 1):</b> <i>History and development</i></p> <p><b>What will be learnt?</b></p> <ol style="list-style-type: none"> <li>1. Instruments of the orchestra</li> <li>2. Orchestral families</li> <li>3. Historical periods - listening</li> <li>4. Historical periods - listening</li> <li>5. Basic harmony task – Macs (e.g. harmonising a simple given melody using primary chords; use of Sibelius or similar)</li> </ol> <p><b>Why will it be learnt?</b></p> <p><b>Main outcome:</b> To deepen understanding of the development of Western Art Music including the orchestra</p> <p><b>Skills developed:</b></p> <ul style="list-style-type: none"> <li>• Listening – identifying instruments</li> <li>• Ensemble performance skills</li> <li>• Composition skills – harmonising a melody</li> </ul> <p><b>How will learning be assessed?</b></p> <ul style="list-style-type: none"> <li>• Class performance and composition tasks</li> <li>• Listening tasks in class and for homework</li> </ul>