

1. Blues and jazz music

Where did blues music start and why is blues music such an important part of music history? You will learn about the structure of the **12-bar blues** and learn to play this on the keyboards. You will then develop your knowledge of the blues by **improvising** using **blues notes**. What are the lyrics about in blues songs? You will look at the history of the lyrics and write your own blues song. How did instruments develop during the blues era and what effect did this have on the development of jazz music? You will **listen and appraise** the differences between both styles and identify features including **walking bass**.



Assessment 1 - October

Perform a twelve bar blues on the keyboard.

2. Rock and roll and the Beatles

Following on from Blues and Jazz music, we are now going to study **Rock and Roll** music in the 1950's. Which music styles were fused together to create rock and roll? We will look at how rock and roll inspired the younger generation and how it impacted the older generation. How did rock and roll influence the development of relationships between black and white people in America? You are going to look at how rock and roll and **Elvis Presley** influenced the music of the **Beatles** and the development of British music in the 1960's. You are going to learn to play a rock and roll piece on the ukeleles and perform this as an **ensemble**.



Assessment 2 – December
Perform a solo on the ukelele.



START!

Year 9

Half term 1

Half term 2

4. Film music

In this unit you are going to learn about the different types of music that is added into films. You are going to learn about the difference between an **underscore**, a **score** and a **soundtrack**. You are going to look at different film **genres** and why some instruments are more suitable for particular genres. Why is music such an integral part of a film and how can you build on the atmosphere in a scene using music? What is a **leitmotif**? You will use musescore to create a piece of music to go with a scene from a film from a choice of three scenes. You will decide on the **instrumentation** and **orchestration** that will be suitable for your **composition**.



Assessment 3 – February
Compose a rap and perform as a solo, duet or an ensemble

Half term 4

Half term 3

3. Rap music

Rap music started in the 1970's in the Bronx in America and you are going to learn about the history of rap from the origins of the **griots** from West Africa through to the 1970's and the development to the current day. Who started the rap movement and how did it gain popularity? You will learn about the recording techniques that was pioneered including **mixing**, **scratching** and **looping**. Why was rap controversial at the time? You are going to write your own rap lyrics and using bandlab, you're going to **compose** a beat to go with your lyrics. You're also going to perform popular rap **riffs** on the keyboard.

Half term 5

Half term 6

Assessment 4 – April
Compose music to go with a scene from a film.



5. Computer game music

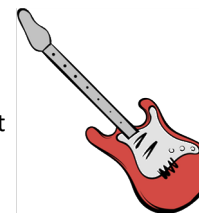
Composing game music is currently one of the fastest growing industries and you are going to explore the **genres** of music that is created. What difference does music do to a computer game? How has music changed in computer games since the launch of 'pong' in 1972 to what we have in the current day? What is a **character motif** and how do you recognise this? Using music technology, you will **compose** a character motif using a variety of composing techniques including **conjunct**, **disjunct**, **riffs** and **scales**. How can you match the music to how the character moves on the screen? You will listen to a range of existing character motifs to influence your compositions.



Assessment 5 – May
Compose a character motif using music technology.

6. British pop music

British pop music has evolved since the Beatles in the 1960's. You are going to learn about the development of British music from the 1960's through to the present day. You are going to focus on the main influencers and styles from each decade by **researching** musicians including Queen, Elton John, Wham, Oasis and Ed Sheeran. You will develop your **listening and appraising** skills by identifying the instruments and the characteristics of each style. You are going to develop the learning that you did in year 7 by building on your performing skills on the ukelele and the keyboard performing a range of songs by British artists.



Assessment 6 – July
Perform a pop song as a soloist or as part of an ensemble

