

Year 9 Music	Subject Intent	We want our students to experience a broad selection of musical genres, through the key musical skills as represented as a common thread through KS3 and KS4 – Performance, Composition, and Appraisal. Students should be thoroughly engaged and self-motivated learners, developing their confidence in performance in front of peers. Students should be inquisitive learners and educational discussions as well as peer to peer learning should be commonplace in each topic. Each student should feel comfortable in self-expression and develop the courage to share their ideas and performances.
	KS3 Subject Narrative	Our KS3 curriculum is topic based. The key exams skills of appraisal, performing, and composing are built into each topic. Pupils are assessed regularly in these key skills – which are valued equally. Key musical language is also introduced in years 7-9.
	KS4 Subject Narrative	KS3 topics and knowledge are revisited in greater complexity in years 10 and 11. Through engaging themes; Performing, Composing, and Appraisal , we have sequenced our curriculum to encourage progression in all of these key musical areas topic by topic, as well as built in opportunities for students to work on transferrable skills such as active listening, problem solving, independent and group learning, resilience and positive attitudes to learning.
	Routine Assessment Strategies	Students perform pieces they have learned or written for their teacher and their peers. There is regular vocabulary testing as well as SAR (Strength, Action, Response) formative assessments at regular intervals.

Year 9 Music	WHY THIS, WHY NOW?	Autumn Term – Playing Music Together (Performance) + Writing a Christmas Song (Appraisal and Composition)	Spring Term – Music Technology (Composing + Appraisal) and Writing a Pop Song (Composition and Performance)	Summer Term - Musical Futures
	Enquiry questions	How might you assess your performance, at current, against the criteria? Can you identify the key themes of a Christmas song? How have you implemented these?	Can you compose music effectively using a DAW or notation software, and which devices will you use? Which areas of your composition could be improved, and what devices have you used?	Which three pieces have you chosen to perform, either a solo musician or as an ensemble?
	Key Subject Knowledge	Self-Assessment of performances against criteria, building performance ability. Building appraisal skills through understanding, recognising and implementing musical devices to a brief.	The use of musical software to record, edit, and control music compositions. The use of chord structures, scales and musical devices to compose. Key compositional and rehearsal skills, essential for both Performance and Composition at KS4..	Key performance techniques, self and peer evaluation against criteria, building confidence, professionalism and self-drive into each performer and performance.
	Subject Competencies	To be able to perform as part of an ensemble and self-assess to criteria. To identify and play hooks and/or riffs.	To compose music freely, that is musically sound and coherent, using musical devices intentionally to do so. To effectively compose and perform a free composition piece as part of an ensemble/solo.	To have played a mini-set to an audience of peers. This requires a minimum of two, full length performances, either solo or as an ensemble. Repertoire is chosen by students, and their choices affect performances.
	Summative Assessments (high stakes assessments which test cumulative knowledge)		Mid-Year Assessment testing cumulative knowledge and skills from years 7-9.	End of Year Assessment testing cumulative knowledge and skills from years 7-9.
	How does this pave the way for future study?	<ul style="list-style-type: none"> Key theoretical information essential for Appraisal, and performance skills (improvisation) for Performance. The key skill and practise of composition to a brief, based on recognising musical features and devices. 	<ul style="list-style-type: none"> Composition, both freely and to a brief, mirroring composition requirements at KS4. Use of technology to effectively score/evaluate written pieces, as required at KS4. 	<ul style="list-style-type: none"> The selection of repertoire is an essential key theme in KS4 performance, as it can immensely impact overall effectiveness. The selection of, and learning of, repertoire using self-motivated learning is an essential skill at KS4.

