

## Hartford Church of England High School – Year 9 – Music

Year 9	HT1	HT2	HT3	HT4	HT5	HT6
<b>Topic(s)</b>	The Beatles	Britpop	Electronic Dance Music	Electronic Dance Music	Film Music	Managing a Music Product
<b>Focus</b>	Further development of chords, specifically focusing on using extended chords – 6 <sup>th</sup> and bass note.	Further development of chords, specifically focusing on using extended chords – sustained 4 <sup>th</sup> .	Composing with knowledge of chords, riffs & bass lines and extended chords – how do they fit & work together.	Developing understanding of Digital Audio Workstations (DAW) and production of music – teaching how to harmonise with stems, DAW samples and composed riffs, using effects	Using compositional techniques to compose for mood and film such as the chromatic scale, the use of a 5 <sup>th</sup> in marches.	Learning about implementation of musical strategies and products that they have explored through Key Stage 3
<b>Vocabulary</b>	Accompany, Harmony, Manager, Producer, Typical, Extend, Complex, Mechanisms, Integrate, Backing	Nostalgic, Heartfelt, Bold, Represents, Genuine, Cheerful, Resonate, Stereotype	Anticipation, Expectation, Abrupt, Catchy, Blend, Compelling, Energetic, Lively, Spirited, Electronic, Dance, Gain	Anticipation, Expectation, Abrupt, Catchy, Blend, Compelling, Energetic, Lively, Spirited, Electronic, Dance, Gain, Extensive, Emphasis, Synthetic	Depict, Nationalistic, Sudden, Suspenseful, Euphoric, Tension, March, Magical, Flying, Suspense, Structural, Device, Film, Effect	Talent, Arrange, Organise, Imitation, Attractive, Saleable, Marketable, Promote, Trademark, Emulate
<b>Assessment</b>	Performing either 'Let it Be' or '8 Days a Week', making use of extended chords as a priority.	Performance of a chosen Britpop piece 'Parklife' or 'Don't Look Back in Anger', specifically making use of sustained 4ths.	Performing riff, bass line & chords live	Produce EDM with mixing composed riffs, DAW samples and stems within an EDM structure	Compose at least 30 seconds of music to play along a chosen video clip.	Recording of the final musical product the student has chosen.
<b>Curriculum Thread</b>	Harmony	Harmony	Rhythm Melody Harmony	Melody Harmony Rhythm	Harmony Melody	Harmony Rhythm Melody
<b>Wider Reading</b>	The Reading the Beatles: Cultural Studies, Literary Criticism, And the Fab Four by Kenneth Womack. The Man Who Gave The Beatles Away by Allan Williams	A Field Guide to Britpop by Steve Wide. I Was Britpopped: The A-Z of Britpop, by Jenny Natasha	Last Night a DJ Saved My Life: The History of the Disc Jockey by Bill Brewster DJ Dance and Rave Culture (Examining Pop Culture) by Jared Green	House Music... The Real Story by Jesse Saunders	Film Music: A Very Short Introduction by Kathryn Kalinak	Music in Everyday Life by Tia DeNora. Becoming Talented: A Systematic Method for Development of Ear Training and Music Reading Skills by Isador Miller.

