



Music Performance & Production

Aims:

- Students will perform effectively on their instrument/voice; rehearse and display musicianship skills in a number of professional scenarios;
- Students will compose music appropriately and creatively, satisfying the demands of the genre and/or purpose;
- Students will demonstrate knowledge of theoretical and contextual issues relating to music style, genre, audience and the music industry.

Content:

Music at Year 9 will take a slightly new direction, focussing on a more personalised approach to performance, whilst students will continue to develop as effective composers. In this course, we will perform and compose using various technologies and instruments, learn what it means to work in the music industry, create exciting video compositions using iPad, and develop our appreciation of different genres of music.

Curriculum Map

Year	Term	Curriculum	Assessment
9	Term 1	<p><u>Minimalism</u> Students will explore repertoire from the Minimalism genre and begin to compose using Minimalist techniques using iMacs.</p> <p><u>Careers Top Trumps</u> Students research the responsibilities, salaries and working patterns of jobs in the music industry.</p> <p><u>Performing Experience 1</u> Students create performances leading up to a live musical performance.</p>	<ul style="list-style-type: none"> • Performing: Clapping Music • Composition: Minimalism composition • Knowledge: Minimalist techniques • Knowledge: Top Trumps cards • Knowledge: Key Terms • Performance: solo or ensemble performances during lessons and concerts <ul style="list-style-type: none"> • Rehearsal diary
	Term 2	<p><u>Genre Exploration project</u> Students present information about selected genres.</p> <p><u>Everyone Can Create Music</u> Students work through various activities outlined in the Apple resource. These include creating melodies, chord progressions, bass lines and drumbeats using GarageBand on iPad.</p> <p><u>iPad Band</u> Students perform together in large ensembles using Smart Instruments in GarageBand.</p>	<ul style="list-style-type: none"> • Knowledge: Exploration 1 • Appraising: Listening Task • Composition: Everyone Can Create Music composition tasks (x2) • Knowledge: Exploration 2 <ul style="list-style-type: none"> • Performance: iPad Band ensemble performances
	Term 3	<p><u>Mixing and mastering</u> Students will recreate Shape of You (Ed Sheeran) or New Rules (Dua Lipa) by manipulating samples, MIDI parts and vocal recordings.</p> <p><u>Research Project: Film</u> Students research Information on film and gaming composers.</p> <p><u>Performing Experience 2</u></p>	<ul style="list-style-type: none"> • Knowledge/Appraising: questions on both tracks • Mixed project • Appraising: Listening to Film Music • Knowledge: Film project • Performing: Film motifs



	Students create performances leading up to a live performance	Performance: solo or ensemble performances during lessons and concerts. Knowledge: Key Terms from the course
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Assessment:

Assessment in Music will take many forms. The three key areas of assessment remain the same: performance, composition, and appraising/knowledge. Performance assessments will range from solo performances on an instrument of choice, to group performances as an iPad Band. Composition will also enable us to utilise Apple technologies alongside real instruments. Appraisal and knowledge will usually be assessed by answering question sheets relating to scheme-specific knowledge, completing quizzes to assess understanding of key terminology, and creating resources to present your learning.

Extended Learning:

There will be lots of opportunity for extended learning with Music. Students will have the opportunity to perform at various events throughout the year, and enrichment clubs will be added to the enrichment programme. Students will be expected to listen to music during the week and to consider the effect musical elements have had on that genre or piece of music. We also hope to collaborate with the Digital Music Production cohort during the year, with a variety of live music experiences.

Connection to the JTFS Approach

Whole School Theme	How does Music support this?
STRIPE	Self-manager: during larger projects, students will need to create and follow a plan, and meet regular deadlines. Team player/participator: Students will regularly work and reflect as a class, and provide feedback to each other. Reflective and resilient: Project diaries will be maintained to reflect on emerging needs. Innovate and create: Students will need to take risks in this subject and try things out before knowing the outcome. Enquirer: Students will need to analyse situations and information to inform planning.
STEAM	Using technology runs through the entire Music curriculum. Students will explore, experience and appreciate how technology has transformed music, and use various forms of technology to perform and compose.
Literacy	Students will learn lots of new key terminology and be able to use these confidently and accurately as we go through the curriculum. Students will communicate their understanding of why certain processes work and others do not.
Numeracy	Numeracy is embedded in the larger projects in Music, particularly during performance and composition. Quantisation is important, alongside understanding how much note durations fit in a number of beats or bars.
SMSC, British Values and Citizenship	As part of this curriculum, students will explore genres of music from different areas and cultures of the world. We will embed an appreciation for musical genres – even for those we might not personally favour!