	Content /Topic	NC/Specification reference	Essential Knowledge	Assessment	Rationale
Year 9					
HT 1 &2	1. Soundtracks	• Play & Perform • Compose/ improvise • Reading staff & other notations • Listening to Great Composers • Inter-related Dimensions of Music • Musical Contexts	In this unit students will how music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama. Students learn how timing is a crucial factor in the composition and performance of music for film. They learn how film music can change the viewer's interpretation of a scene and how to create an effective musical narrative for a film scene, using appropriate techniques to create an intended effect. Subject specific language in this unit includes Leitmotif, Soundtrack, Theme Song, Mickey-Mousing, Concord/Discord, (Chromatic) Sequencing, Storyboard, 'Borrowed' Music, Music-Spotting, Interval of a 5th, Click Tracks/Timing, Theme, Sound Effects, Motif, Timbre/Sonority, Musical Clichés, Diegetic and Non-Diegetic Music.	Summative Assessment: Students will be given the opportunity to bring altogether their knowledge about soundtracks through the following arranging, composing and performance tasks: • Group performance of "James Bond" Trailer • End of unit test. Formative Assessment Student's work is also assessed in other forms: • Self/Peer assessment (written and verbal) • Class/group critique • Verbal feedback.	The unit begins with an introduction into the purpose of film music and the decisions and challenges a composer of film music faces. Leitmotifs are an important aspect of film music and students explore how composers have used these to represent certain characters and situations within films and how, through the manipulation of the elements of music, these can be changed to suit different on-screen situations. While the focus of this unit is on creating and composing, there are opportunities for students to critically engage with a range of film music through listening and appraising, together with some performing activities of famous film themes and leitmotifs. The **James Bond Film Music Project** is where students perform the James Bond Leitmotif and Themes before using these in a soundtrack composition for the newest James Bond film trailer.
HT 3 & 4	2. The Popular Song	• Play & Perform • Reading staff & other notations • Listening to Great Composers • Inter-related Dimensions of Music	In this unit students will discover Understand the different textural and structural elements of a song/popular song. They will understand and use the different musical information given on a lead sheet in creating a Musical Arrangement of a Popular Song. Subject specific language will include Popular Song Structure: Introduction (intro), Verse(s), Strophic, Link, Pre-Chorus, Chorus, Bridge/Middle 8, Coda (outro); Lyrics, Hook, Riff, Melody, Counter-Melody, Texture, Chords, Accompaniment, Bass Line,	Summative Assessment: Students will be given the opportunity to bring altogether their knowledge about the Popular Song through the following arranging and performance tasks: • Group performance of popular song/cover song. • End of unit test.	This unit begins by exploring 'What Makes a Good Song?' through practical musical investigation of two 'good' songs as case studies: *"Shape of You" by Ed Sheeran* and *"Shotgun" by George Ezra*. Students explore Hooks/Riffs, Structure, Melody and Lyrics through listening and analysis and performing parts of each song as short musical arrangements. Students enhance their prior learning about the importance of Hooks and Riffs, Popular Song Structure and the various difference components/sections within, Melodic Motion (Conjunct and Disjunct Motion) and Lyrics within both these case studies and a range of

		• Musical Contexts	Lead Sheet, Arrangement, Cover Version, Melodic Motion: Conjunct, Disjunct, Range; Instruments, Timbres and Sonorities in Songs.	Formative Assessment Student's work is also assessed in other forms: • Self/Peer assessment (written and verbal) • Class/group critique • Verbal feedback.	other popular songs. Lead Sheet notation is used throughout the unit and students are encouraged to confidently navigate around lead sheets evaluating what musical information is, and is not, included in this form of notation. The unit ends with students creating their own musical arrangement of a popular song from a Lead Sheet in their chosen style/genre. This concept of "cover version" is explored by listening and examining a range of different musical arrangements of the same song for stylistic and elemental changes. Students are encouraged to explore the resources available to them, the musical information included (and not included) on their lead sheet and to manipulate, refine and adapt existing (and include new) musical material to create their final arrangement.
HT 5 & 6	3. Video Game Music	• Play & Perform • Compose/ improvise • Reading staff & other notations • Listening to Great Composers • Inter-related Dimensions of Music • Musical Contexts	In this unit students will understand the various ways in which music is used within a range of computer and video games from different times. They will understand, describe and use common compositional and performance features used in computer and video game music. Students will go onto understand how to vary, adapt and change a melody (character theme) for different atmospheres/scenarios which builds to the understanding of the importance of sound effects and how these are used at certain cues to enhance gameplay within a computer or video game. Subject specific language included will be Sound Effect, Chiptune/8-Bit Music, Synthesiser, Sampling, Soundtrack, Music Technology, Orchestra, Cues, Ground Theme, Decision Motif, Jumping Bass Line, Disjunct, Staccato, Articulation,	Summative Assessment: Students will be given the opportunity to bring altogether their knowledge about video game music through the following composing and performance tasks: • Video Game performance or Video Game Composition • End of unit test. Formative Assessment Student's work is also assessed in other forms: • Self/Peer assessment (written and verbal) • Class/group critique • Verbal feedback.	The unit begins by looking at Character Themes in computer and video game music before students move on to explore ways in which Character Themes can be developed and changed for different atmospheres and scenarios within computer and video games. The characteristic musical features of much computer and video game music: jumping bass lines, staccato articulation, chromatic movement and syncopation are included as musical knowledge through composing and performing tasks. Sound effects are then explored and students either perform or create a range of sound effects to match common actions and cues within games. Finally, the unit ends with optional pathways of students undertaking a performance project based on a computer or video game theme or creating a musical score/soundtrack for a computer or video game creating their own ground theme and sound effects which can be presented in a final "Dragon's Den" style presentation/assessment.

| | | | Chromatic Movement, Syncopation, Character Theme/Motif, Leitmotif, Orchestration, Timbre/Sonority, Texture, Pitch, Dynamics, and Tempo. | | |