Falconer School

Curriculum Intent:

We are committed to providing a personalised curriculum which allows students to grow in confidence, build resilience and realise their full potential; equipping them with the skills and knowledge needed for future success.

Course Information			
Year: 9		**Subject: Music**	
Subject	Music	**Subject Lead contact information**	Martin Stacey m.stacey@falconer.herts.sch.uk
Exam Board	N/A	**Specification code**	N/A

Subject Content

Alongside learning to play instruments (such as electric guitar, bass guitar, drums or keyboard), classroom lessons are a chance to learn the rudiments of music theory, reading notation and experiencing the work of composers throughout the ages. The studio is well equipped and allows the boys to play together as a group, developing ensemble skills.

Differentiation

Differentiation is the way the teacher adapts the lessons to provide the right kind of challenge to each pupil. This allows all pupils to access the same piece of work, at their own level. Some examples of differentiation used in Music are:

- Pupils offered simple percussion instruments to play rhythms if not learning an instrument
- Questions about listening if not performing
- Physical demonstration of how to play instruments if not reading music
- Option to use musical worksheets if not participating in group performances
- Alternative repertoire to encourage boys to learn from music they enjoy

Technical Vocabulary

Performance terms: forte, piano, mezzo, crescendo, diminuendo, legato, staccato, accelerando, rallentando, ensemble, tempo, dynamics

Technical terms: amplify, input, output, acoustic,

Musical terms: crotchet, minim, semi-breve,

Autumn 1	**Holst project – 'The Planets'** Each half term, students in year 9 follow a topic relating to a particular work or style of music. The work chosen for September is 'The Planets Suite' by Gustav Holst. Every week students will watch and listen to a different movement and learn something about each planet in cross-curricular activities. The topic provides an opportunity to discuss other aspects of music, looking at the different kinds of orchestral instrument, the role of a conductor and how large-scale pieces of music are constructed. Those students playing instruments will have the opportunity to develop skills learnt in previous years, playing the songs or pieces of music they enjoy and being encouraged to make their own repertoire choices. During lessons, the repertoire selected will be used for group performances where we improve playing as an ensemble.
Autumn 2	**The art of Foley** Students will be introduced to 'Foley' (the art of creating sound effects for film) beginning with the type of music that was used for silent film and progressing to how complex, multi-sonic sound effects are made for specific films, including the Transformers franchise and science documentaries. In performing, students will develop playing techniques and select their own repertoire to play individually or as a group.
Spring 1	**Styles in 20th century popular music 1**

	The focus of this half term is to introduce students to the wide variety of styles that have evolved throughout the last hundred years in popular music, from the origins of jazz and blues through to rock'n'roll, motown, soul, reggae, disco, funk, bossa-nova and many more. The most celebrated musicians and singers will be looked at in order to learn about their role in the evolution of each genre. More advanced repertoire will be learnt individually and as an ensemble during lessons, which will encourage students to improve their technical and musical skills. Emphasis will be given to expression in performance with students learning to play using dynamics and at different tempi.
Spring 2	**Styles in 20th century popular music 2** As in the previous half term, students will continue to explore the genres of popular music which have evolved in the last century, increasing awareness of the work of individual artists. There will be more focus this half term on playing techniques used by different instruments and key vocabulary taught so that students can describe what they are hearing. In performance, we are introducing students to written pitch as an extension to their understanding of rhythm. Learning about the stave and how notes are written will provide an opportunity to understand how music is translated from paper into sound.
Summer 1	**Instrument families** Students will spend this half term looking at the main instruments that form families depending on the nature of how they are made (brass, strings, woodwind, percussion, keyboard) and the techniques used to play them (bowed, plucked, struck, strummed, hit, shaken etc.) Alongside this they will be introduced to the basics of rhythmic notation (crotchets, minims, quavers etc.) and be able to read simple rhythms to be played on percussion instruments. All students will be given the chance to learn how to play a different instrument which they haven't tried before (drums, keyboard, lead guitar or bass guitar) and begin performing simple songs as a group. This will develop new technical skills and provide those considering BTEC Music as an option for year 10 with greater possibilities for September.
Summer 2	**Film Music** Students will focus on the music of film composers such as John Williams and Hans Zimmer, learning how music helps to tell a story and make a film great. They will understand what a 'Leitmotif' is and how characters have their own themes throughout a movie or video game. There will reference to the Holst project done in the Autumn term and opportunities to learn about how modern film composers have taken their inspiration from the likes of John Williams and other great composers of the past. This will tie in with learning about musical features and ways of playing instruments through listening, being able to differentiate instruments by their sound and techniques used to play them. In performance, students will learn to play individual parts to a selection of songs to develop ensemble playing and take part in an end of year concert.

Assessment Details
Practice books are provided for each student in which the notes of every song are written. Worksheets used to learn about styles and periods are kept in individual folders, building a portfolio of work for each student.
What can I do to support my child at home?
Encourage your child to utilise the wide ocean of music available on YouTube and further explore the music we listen to in school at home. If your child is enjoying playing an instrument it is always a good idea to purchase an instrument of their own to play at home, since a lot of the skills musicians develop are through working alone and taking time to practice in their own time.
Recommended resources
Classic FM website YouTube

Spotify

Teaching Staff Contact Details			
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