



Overview

We begin by looking at the impact rock and roll had on teenagers in the 1950s through the eyes of Elton John, learning how to play a walking bass line to accompany rock and roll songs. This is followed by a performing unit where classes will rehearse and perform a different cover version of a song. At the end of term there will be a Battle of the Bands contest. The winning two bands will go forward to compete in the Eskdale Festival in March. In term 2 we move onto Film music. Film music is a huge industry today and this topic explores how composers such as John Williams craft their scores. Students investigate how different compositional devices, such as fanfares, and explore how other devices can be manipulated to create tension and what 'mickey-mousing' is. They create their own musical cues for movie clips and evaluate how effective they are. Students move on to explore the Western Classical Tradition of the Romantic era. They finally choose from a range of options which look at preparing students for GCSE music.



Term 1

How do you start a teenage revolution? What impact did rock and roll have on teenagers in the 1950s? How did rock and roll influence art and fashion? Revisiting the 12 bar blues chord sequence that we learned in Y8 to see how it is used in rock and roll music with a walking bass line. Appraising the songs of Elvis Presley, Little Richard and Chuck Berry.

Performing in a band. Students will prepare a cover version of a song and compete against each other in a Battle of the Bands at Christmas. The top two bands will be put forward to compete at the Eskdale Festival.

Year 9

Music

Term 3

Western Classical Tradition part 3 explores the music of the romantic era. We look at how the sound palette increased to aid expression and how composers began to tell stories through music.

Finally we end with a unit that helps students prepare for GCSE music through a variety of optional topics from composing, using IT, to improvising and arranging.



Term 2

Why do films have music and how do composers use the musical elements in films? This term focuses firstly on musical devices used by composers such as fanfares and leitmotifs. Students also explore the use of instruments and why certain instruments are more suited to create different moods. We also look at other elements such as rhythm, dynamics and tempo. In the second half of the term the students explore devices such as whole tone scales, diminished chords and tri-tones to create tension. They create the music to accompany a short film clip and explore the use of Mickey-Mousing in cartoons, creating the soundtrack to a short cartoon clip.