



Music Progression – Year 9

Music	Year 7	Year 8	Year 9
	Stage 5		
Fusions	<p>I can explore rhythm notation, including crotchets, quavers and their equivalent rests. I can explore how to perform and build rhythms before</p> <p>I know the basic skills and features of beatboxing, exploring the bass, hi-hat and snare sounds in different patterns.</p> <p>I can explore how to communicate a song using a variety of expressions, including dynamics and articulation.</p> <p>I can compose our own verse and perform our version of an a capella song with body percussion accompaniment</p> <p>I can explore how to create lots of different body percussion sounds, and compose and perform our own body percussion section</p> <p>I can explore how the composer Anna Meredith uses the body as an instrument. We will create our own body percussion composition and explore a variety of ways to perform it</p> <p>I know a basic rhythm notation and a 4/4 time signature. I can compose a body percussion piece which includes an intro, body groove, vocal groove and outro.</p> <p>I can sing a song in a different language using 'Elefantea Nun Da' as inspiration.</p> <p>I know what harmony is and I can sing the harmony line of 'Elefantea Nun Da'. I can compose my own vocal percussion part, before a final performance</p> <p>I can explore South African gumboot dancing. I can compose and perform our own gumboot dance</p> <p>I can explore how to create a structured composition, develop rhythms using repetition, ostinato and contrast. We will also use key notation: semiquavers, minims and semibreves.</p> <p>I can explore how we can develop musical ideas, and structure them into a rhythmic composition. We will also use dotted rhythms.</p> <p>I can explore ostinatos, layering of musical ideas, polyrhythms and more complex time signatures</p>		<p>I understand the term 'fusion'. I can explore fusion through listening and performing. I can explore the rhythmic riffs of one of Fela Kuti's classic afrobeat songs.</p> <p>I can explore the use of instruments in afrobeat music, understand the origins of these instruments, and then analyse the melodic and harmonic roles they play.</p> <p>I know about the history and development of traditional tango through to contemporary neotango. I can explore how technology is used to create a new fusion style for the younger generation</p> <p>I can look at how the tango style is created through melodic layers and interesting chromatic passing notes. We will then compose our own tango melodies</p> <p>I can explore North Indian classical music, and how this is passed down from generation to generation. We will understand how certain rags evoke emotions and how to improvise our own melodies in a lap and jhalla sections</p> <p>I can explore the roots of contemporary bhangra and understand how the dhol is played. We will then play the famous chaal rhythm, heard in many bhangra songs</p> <p>I can look at why Afro Celt Sound System are a famous fusion band and how they formed. I can explore the song "Release" and learn how to perform three different layers of the song</p> <p>I can find our inspiration in order to create our own fusion piece. We will identify which cultural styles and ideas to develop through different composition techniques such as repetition, variation, and call and response.</p> <p>I can continue developing and arranging our melodic, rhythmic and harmonic material and explore how they can be fused together</p> <p>I can learn how to structure our ideas into a complete piece</p> <p>I can record and perform our finished fusion piece</p>





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Using technology musically: EDM	<p>I know about chords and their role in a piece of music. I can construct a triad, know the difference between major and minor chords, and how to play Am and Em chords on a variety of instruments.</p> <p>I can identify reggae music by the rhythm in which the chords are played.</p> <p>I can explore primary chords and how these can be used to harmonise melodies. I can explore how to play chords in syncopated rhythms, and learn how to harmonise my own melodies</p> <p>I can explore the secondary chords and how these can be used to add interest to chord progressions. I can create my own chord progressions and explore how to make them more rhythmically exciting</p> <p>I know about different sections in a song structure. I can play a complete pop song, and then structure our own pop songs in a digital audio workstation</p> <p>I can explore the different parts of the drum kit and know the most important drum patterns in popular music.</p> <p>I know how and why the band set up has changed since the 1950s. I can explore how to create our own band set-up on a DAW and learn how to create an appropriate drum beat for our 'bands'</p> <p>I know how members of a band play in time together, and how they can pull off a great performance. I know about balance, why it is important, and how musicians address balance in performances and recordings.</p> <p>I know all about inversions - how and why do we play the pitches of a chord in a different order. I can explore voice leading and the importance of moving smoothly between chords.</p> <p>I can explore a chord sequence through the use of extended chords, varying rhythms and accompaniment patterns.</p> <p>I can explore the different ways words can be set to music and how verses and choruses are structured. I know how to generate ideas and write our own verse of a song.</p> <p>I can explore what rap is, and how to compose a 16 bar rap verse. I can explore the work of rap artists and learn how to prepare for a performance of our own work</p>		<p>I know what EDM is and how to create our own drum patterns using a DAW. I can explore what rhythm displacement is, and how to utilise this in my own composition work.</p> <p>I can compose a chord sequence using a DAW and explore a variety of ways of playing these chords</p> <p>I can add harmonic rhythm to my chord progressions and know how to invert chords. I can then input our chord sequences into a DAW.</p> <p>I can explore the role of basslines and bass riffs in EDM. I can create my own bass lines and know how to add interest</p> <p>I can compose a dance riff, ensuring it harmonises with a chord sequence</p> <p>I know about how samples are used in EDM music, and how to include them in our own EDM tracks</p> <p>I know what the purpose of a mix-in is in EDM music and include one, musically, in the structure of our dance tracks</p> <p>I can explore how feelings of excitement and momentum are created in an EDM track, to keep people dancing</p> <p>I can explore how to add effects and mix our final EDM tracks</p>



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<p>Using technology musically: Film Music</p>	<p>See Totality and Harmony stage 5</p>		<p>I understand how sound was added to action in early lms and cartoons. I can explore what 'mickey-mousing' is</p> <p>I can practise how to create the sounds for a cartoon using the mickey-mousing technique. I can explore why timing is so crucial to mickey-mousing and how choosing the sonority can affect the action on the screen</p> <p>I know about the fascinating world of music in postproduction, how important a man called Jack Foley is to music in lms, and look at how to create sounds for lms using a DAW</p> <p>I know about the different sounds we hear in lm music and their purpose. There are some sounds that only the audience hear, and we will explore why that is and explore composing our own. I can analyse how emotive lm music can be, and how important it is for a lm composer to employ particular instrumental sonorities and techniques to reflect moods and settings.</p> <p>I can explore how lm composers play with musical elements to create moods in music. I can use my skills and musical understanding so far to create an underscore for a lm clip. As a composer, I can consider instrument sonorities, techniques. I can continue developing my work as lm composers and focus on tonality and harmony, looking at how certain keys and devices can create the perfect mood for both horror lms and romantic scenes and other musical ideas</p> <p>I know how the composer John Williams manipulates music to represent characters in a lm. I can master this technique and compose a musical idea for my own hero in a lm</p> <p>I can develop our leitmotifs as our character's mood and emotions change throughout the lm.</p>



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Band Musician 3: Songs for a better world	See Totality, Harmony and Structure stage 5		<p>I can analyse how John Lennon employed melody to communicate the powerful lyrics of his classic song 'Imagine'</p> <p>I understand how songwriters choose tempo, metre and rhythms to communicate the message of a song</p> <p>I can analyse how John Lennon employed texture, tonality and harmony in his protest song 'Imagine'. We will also understand how artists choose to cover songs</p> <p>I can explore song structure, and the roles in a band. Is the lead singer the most important musician? We will also explore more contemporary protest songs</p> <p>I understand how drum patterns can communicate different song styles - from hip hop to jazz to pop</p> <p>I can explore how to write lyrics and set these to a melody</p> <p>I understand how certain features of music can become an 'ear-worm' - so memorable you can't get them out of your head.</p> <p>I can explore how songs can go with the flow - be structured so that they have contrasting sections but still a sense of direction</p> <p>I understand the process of composing our own songs.</p>

