



Topic Name	Term	Skills Developed	Link to NC Subject Content	Prior learning	Next link in curriculum
<u>Y9.1 Minimalism</u> Students explore how twentieth-century composers create music from limited musical material through repetition and gradual change. They develop performing, composing and listening skills by creating minimalist pieces inspired by composers such as Steve Reich and Mike Oldfield while learning how musical ideas can evolve over time.	AUTUMN	Technical: Perform and arrange minimalist works using accurate rhythm, pulse and ensemble skills; develop use of music technology and sequencing. Constructive: Manipulate motifs and cells using phase shifting, augmentation, diminution, inversion, retrograde and additive processes. Understand how twentieth-century composers developed music from limited material. Expressive: Evaluate how minimalist composers create interest, tension and atmosphere through repetition and gradual change. Create original minimalist compositions inspired by Steve Reich and Mike Oldfield.	Play and perform confidently in solo and ensemble contexts; compose and develop musical ideas; analyse and evaluate music using specialist vocabulary; understand music from different traditions and periods.	Year 8 African Music (ostinato and repetition), Music History, Music Theory, Jazz and Blues improvisation, Year 7 Elements of Music.	Hooks and Riffs. GCSE composition techniques.



<u>Y9.2 Music Theory: Major and Minor Tonality</u> Students extend their understanding of music theory by studying major and minor scales, key relationships, tonic triads, intervals and the Circle of Fifths. They apply this knowledge to performance, composition and musical analysis, strengthening the theoretical foundations needed for GCSE Music and beyond.	AUTUMN	Technical: Read and write increasingly complex staff notation; perform scales, intervals and triads accurately; recognise compound time signatures. Constructive: Understand major and minor scales, relative keys, circle of fifths, harmonic and melodic intervals, tonic triads and key relationships. Apply theory to performance and composition. Expressive: Use theoretical understanding to make informed musical decisions when composing, arranging and analysing music.	Use and understand staff notation; develop fluency, accuracy and control in performance and composition; understand musical structures and conventions.	Year 7 Rhythm & Metre, Staff Notation and Keyboard Skills; Year 8 Scales, Tonic Triads and Intervals.	Musical analysis, advanced harmony and GCSE theory.
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<u>Y9.3 Hooks and Riffs</u> Students investigate how memorable hooks, riffs and ostinati are used to create identity and structure across a range of musical styles. Through performing, sequencing and composition, they learn how repeated musical ideas underpin popular music while developing their own original musical material.	SPRING	Technical: Perform riffs and ostinati accurately on instruments and through music technology. Develop sequencing and recording skills. Constructive: Understand how repeated musical patterns are used to create structure and identity within music. Compose original hooks, riffs and ostinati using melody, bass lines and chords. Expressive: Explore how repetition creates impact and audience engagement across popular, classical and contemporary genres.	Improvise and compose music for a range of purposes; understand how musical ideas are developed and organised; use music technology appropriately.	Minimalism, Jazz and Blues, Music Theory, Music History and Year 7 composition work.	Folk Music and Fusion.
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Y9.4 Folk Music and Fusion Students explore traditional folk music from different cultures and discover how it has evolved through fusion with contemporary musical styles. They perform, arrange and compose using characteristic folk melodies, harmonies and accompaniment patterns while considering how music reflects identity, heritage and culture.	SPRING/SUMMER	Technical: Perform folk melodies and accompaniments using chords, drones, ostinati and instrumental techniques. Develop ensemble leadership and arrangement skills. Constructive: Understand folk song structures, harmony, accompaniment patterns, intervals and stylistic conventions. Arrange and adapt music from lead sheets. Expressive: Explore how music reflects identity, culture, heritage and community. Examine how traditional music evolves through fusion with other genres.	Play and perform confidently in ensemble contexts; understand music from diverse traditions; compose and arrange music using musical conventions.	African Music, Music History, Jazz and Blues, Music Theory and Elements of Music.	Film Music.
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Y9.5 Film Music Students examine how composers use music to enhance storytelling through leitmotifs, orchestration, harmony, rhythm and texture. Using music technology and practical performance, they compose original film music that communicates mood, atmosphere, tension and character while analysing the relationship between music and moving image.	SUMMER	Technical: Use keyboards and music technology to create leitmotifs, underscore and soundtrack material. Develop sequencing and recording techniques. Constructive: Understand how composers use leitmotifs, instrumentation, texture, harmony and rhythm to support narrative and character development. Analyse the relationship between music and visual media. Expressive: Create original film music that communicates mood, atmosphere, tension and character. Evaluate how music shapes audience interpretation.			
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<u>Y9.5 Music Examination</u> Students consolidate the knowledge, understanding and skills developed throughout Key Stage 3. They revisit musical theory, performance, composition, listening and appraisal skills to demonstrate their musical understanding and prepare for the transition to GCSE Music through a written assessment.	SUMMER	Technical: Demonstrate secure notation, performance, listening and technology skills. Constructive: Apply understanding of harmony, structure, composition and stylistic conventions. Expressive: Evaluate, analyse and communicate musical understanding using sophisticated musical vocabulary and contextual knowledge.	Consolidation of KS3 Curriculum content and preparation for Key Stage 4 study.	All Year 9 topics and prior KS3 learning.	Technical: Demonstrate secure notation, performance, listening and technology skills. Constructive: Apply understanding of harmony, structure, composition and stylistic conventions. Expressive: Evaluate, analyse and communicate musical understanding using sophisticated musical vocabulary and contextual knowledge.
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