

## YEAR 9-POLYRHYTHMS

Knowledge	Skills
<p>Know how to read and write rhythms using a graphic score. Understand what a pulse and rhythm. Understand what a graphic score is.</p>	<p><b>Composing:</b> Compose a simple rhythm using teas, coffees and silence.</p> <p><b>Performing:</b> Perform rhythm squares with an awareness of others. Perform a simple short rhythmic phrase on their own.</p> <p><b>Listening and Appraising:</b> Can identify changes in tempo and dynamics. Be able to evaluate ideas and select the most successful ones for use in composition. List ways to improve my work.</p>
<p>Understand why development of musical ideas is important in a piece of music.</p>	<p><b>Composing:</b> Develop Handy Composition ideas using small spot the difference changes.</p> <p><b>Performing:</b> Perform rhythm squares with others staying in time with a pulse. Able to correct own mistakes in performance. Perform a short rhythmic composition.</p> <p><b>Listening and Appraising:</b> Be able to hear changes in pitch, dynamics and tempo.</p>
<p>Understand the importance of balance in structure in a composition and understand what makes a successful introduction and coda. Understand what an introduction and coda are.</p>	<p><b>Composing:</b> Be able to compose more complex rhythms using coca colas, lemonades and silence. Be able to create contrast in a composition.</p> <p><b>Performing:</b> Perform rhythm squares with others in a round. Perform Handy Composition fluently.</p> <p><b>Listening and Appraising:</b> Be able to describe musical features in detail and act on feedback and improve work.</p>
<p>Understand how to use different dynamics</p>	<p><b>Composing:</b> Compose a more extensive Handy Composition using different dynamics, making a significant composition.</p> <p><b>Performing:</b> Perform the Handy Composition musically and expressively with changes in dynamics and tempo.</p> <p><b>Listening and Appraising:</b> Be able to evaluate compositions in detail with an awareness of the elements of music.</p>

Knowledge	Skills
<p>Understand where Samba comes from</p> <p>Understand how to read simple rhythms using Stave notation.</p> <p>Understand how to write a simple rhythm using a time signature.</p> <p>Understand how to create a polyrhythm score in Sibelius. Know how to compose rhythms using stave notation.</p>	<p><b>Composing:</b> Compose a simple 2 bar polyrhythm using Sibelius and add a pulse to the composition.</p> <p><b>Performing:</b> Perform a simple samba rhythm accurately with an awareness of others.</p> <p><b>Listening and Appraising:</b> Can hear changes in pitch, dynamics and tempo. Can list ways to improve work.</p>
<p>Understand the cultural background and instruments used in Samba.</p> <p>Understand how to add extra instruments in Sibelius.</p> <p>Understand how to copy and paste.</p> <p>Understand how to add extra bars.</p> <p>Understand what texture is in music.</p> <p>Understand the function of a pulse.</p>	<p><b>Composing:</b> Compose additional rhythms making some parts simple and others more interesting. Use variety of sounds. Develop ideas using spot the difference changes.</p> <p><b>Performing:</b> Perform a short samba rhythm piece and stay in time and can correct mistakes.</p> <p><b>Listening and Appraising:</b> Can identify some musical features using key words. Can evaluate work and suggest improvements.</p>
<p>Understand how to add an introduction to the score.</p> <p>Understand how to use triplets.</p> <p>Understand how to delete bars.</p>	<p><b>Composing:</b> Be aware of structure and add an introduction to the start.</p> <p><b>Performing:</b> Perform a longer piece fluently and take the lead in an ensemble. Perform a solo.</p> <p><b>Listening and Appraising:</b> Can describe musical features in more detail and act on feedback to improve work.</p>
<p>Understand how to add dynamics, staccato, accents, metronome marks in Sibelius and understand what these terms mean.</p>	<p><b>Composing:</b> Add dynamics, tempo and articulation markings to the piece. Add a second section creating a more extensive piece that has contrast.</p> <p><b>Performing:</b> Perform with dynamics, phrasing and expression.</p> <p><b>Listening and Appraising:</b> Can explain the purpose of music and revise and refine the finer details of work. Analyse and compare different pieces of music.</p>

## YEAR 9-STOMP

Knowledge	Skills
<p>Understand what STOMP is. Understand what a pulse and groove are.</p>	<p><b>Composing:</b> Create a mind-map of ideas to be used in a STOMP composition. Create a simple rhythm using junk. <b>Performing:</b> Establish a pulse and a groove and perform simple ideas in time <b>Listening and Appraising:</b> Can hear changes in pitch, dynamics and tempo. Can list ways to improve work.</p>
<p>Understand what skills you need to produce a successful STOMP composition. Understand what call and response means.</p>	<p><b>Composing:</b> Explore different textures using call and response. Develop ideas using spot the difference changes. Add an introduction. <b>Performing:</b> Perform a short junk band idea with others and stay in time and can correct mistakes. <b>Listening and Appraising:</b> Can identify some musical features using key words. Can evaluate work and suggest improvements.</p>
<p>Understand the meaning of different terms to describe structure: Introduction, coda and contrast.</p>	<p><b>Composing:</b> Compose a solo and use vocal sounds. <b>Performing:</b> Perform a solo and significant sections of the composition from memory <b>Listening and Appraising:</b> Can describe musical features in more detail and act on feedback to improve work.</p>
<p>Understand the different terms used to describe tempo and dynamics.</p>	<p><b>Composing:</b> Add dynamics, tempo and articulation markings to the piece. Add a second section creating a more extensive piece that has contrast. <b>Performing:</b> Perform with dynamics, phrasing and expression and experiment with tempo changes. <b>Listening and Appraising:</b> Can explain the purpose of music and revise and refine the finer details of work. Analyse and compare different pieces of music.</p>

## YEAR 9-BLUES

Knowledge	Skills
<p>Understand the cultural background to the blues.            Understand how a blues song is structured.            Understand how to play single-fingered chords.            Understand where the notes are on a keyboard.            Understand what a chord is.</p>	<p><b>Composing:</b> Create blues lyrics that tell a story and follow the blues structure.  <b>Performing:</b> Perform the 12 bar blues using single-fingered chords. Be able to accompany others and stay in time.  <b>Listening and Appraising:</b> Can hear changes in pitch, dynamics and tempo. Can list ways to improve work.</p>
<p>Understand what the blues scale is.</p>	<p><b>Composing:</b> Create a simple melody to go with the lyrics.  <b>Performing:</b> Improvise some musical ideas using the blues scale and play in time with a partner. Be able to perform the blues melody.  <b>Listening and Appraising:</b> Can identify some musical features using key words. Can evaluate work and suggest improvements.</p>
<p>Understand what is meant by syncopation and boogie-woogie.</p>	<p><b>Composing:</b> Create a more complex melody exploring syncopated rhythms and more of the blues scale.  <b>Performing:</b> Perform a boogie-woogie backing as an accompaniment and perform this in time with a partner. Or sing the melody in time with others.  <b>Listening and Appraising:</b> Can describe musical features in more detail and act on feedback to improve work.</p>
<p>Understand what is meant by improvisation, scat singing, portamento and blues notes.</p>	<p><b>Composing:</b> Create an extensive composition with solo sections and improvisation. Scat singing may be included and other blues techniques such as portamento and blues notes.  <b>Performing:</b> Perform the walking bass and chords using two hands on the keyboard making the accompaniment and melody stylish and bluesy. Perform with expression and style.  <b>Listening and Appraising:</b> Can explain the purpose of music and revise and refine the finer details of work. Analyse and compare different pieces of music.</p>

