



Create your future

Year 9 GCSE Overview - MUSIC

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Year 9	<p>University Challenge: Creative Engineering</p> <p>Context: Musical Elements</p> <p>Skills:</p> <ul style="list-style-type: none"> • Organisation of pitch (melodically and harmonically) • Tonality including major, minor and basic modulation e.g. tonic – dominant. • Structure; organisation of musical material including simple structure e.g. verse and chorus, call and response, binary and theme and variations. • Texture; how musical lines (parts) fit together including simple textural combinations e.g. unison, chordal and solo. • Tempo, metre and rhythm including pulse, simple time, compound time, and basic rhythmic devices e.g. dotted rhythms. • Dynamics; basic dynamic devices e.g. crescendo and diminuendo. 	<p>University Challenge: F1</p> <p>Context: Musical contexts</p> <p>Skills:</p> <ul style="list-style-type: none"> • The effect of purpose and intention (e.g. of the composer, performer, commissioner) on how music is created, developed and performed in different historical, social and cultural contexts. • The effect of audience, time and place (e.g. venue, occasion) on how music is created, developed and performed in different historical, social and cultural contexts. 	<p>University Challenge: TFL</p> <p>Context: Musical language</p> <p>Skills:</p> <ul style="list-style-type: none"> • Reading and writing of staff notation including treble-clef and bass-clef note names, rhythmic notation in simple time, key signatures to four sharps and four flats. • Major and minor chords and associated chord symbols including traditional and contemporary notation as appropriate e.g. IV or G7. • Recognising and accurately using appropriate musical vocabulary and terminology related to the Areas of Study e.g. slide, repeats and stepwise. 	<p>University Challenge: War</p> <p>Context: Perform</p> <p>Skills:</p> <ul style="list-style-type: none"> • Make use of musical elements, techniques and resources to interpret and communicate musical ideas with technical control and expression. This must be achieved by one or more of the following means: playing or singing music, improvising, or realising music using music technology. • Perform music with control, making expressive use of phrasing and dynamics appropriate to the style and mood of the music. 	<p>University Challenge: Sustainability</p> <p>Context: Compose</p> <p>Skills:</p> <ul style="list-style-type: none"> • Make use of musical elements, techniques and resources to create and develop musical ideas with technical control and coherence; freely as the composer chooses, and responding to a brief or commission supplied by others. • Compose music that develops musical ideas, uses conventions, and explores the potential of musical structures and resources. 	<p>University Challenge: Community</p> <p>Context: Appraise</p> <p>Skills:</p> <p>Analyse and evaluate music in aural and/or written form, using knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about repertoire within the Areas of Study.</p> <p>Use knowledge and understanding of musical elements, musical contexts and musical language to analyse unfamiliar music (i.e. individual pieces of music that have not been stipulated within the specification).</p> <p>Make critical judgements about music, using appropriate musical vocabulary.</p> <p>Formulate critical judgements, which will be achieved by attentive listening (rather than just hearing) and aural perception.</p>